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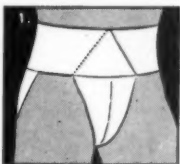
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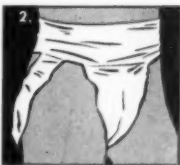
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Which System and Why?

The Double Wing-Back

By A. P. McLeod

Head Coach, Furman University

HAVING a firm belief that the public, who incidentally pays the bill, likes to see a varied type of offense, we have tried to develop the type of attack which was capable of doing the unexpected and which would offer all the advantages of a wide-open game. We recognize the merit of all formations, but on account of the small size of our backs, we naturally had to use a type of offense that had more possibilities of shaking our backs loose for longer runs. We are of the opinion that it is still a very true maxim that the type of plays should be run according to the ability and size of the players.

Our type of the double wing is probably a little different from the formation as run by most double wing-back teams. The accompanying diagram shows what we use at Furman:

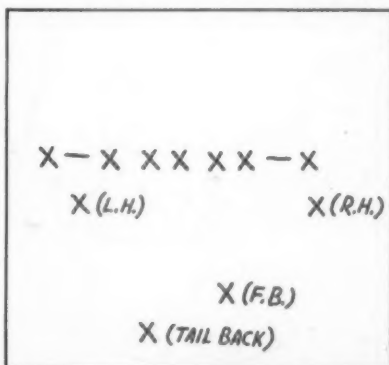
We have found that the double wing is the best passing formation that we can use, since we have two eligible men on either side of the line who can be sent out quickly. This in itself sometimes works a handicap on the defense because both the flat zone on the right and the left must be defended. Reverse passes can be thrown to either side. The shovel pass from the tail-back to either of the three remaining backs, along with the fake shovel forward passes and the running fake pass offer a varied aerial attack, especially when the shovel-pass series is used with spinner passes with the full or tail-back throwing.

The running attack affords a variety of single, double, and triple reverses with a direct attack from either the tail or fullback. From the double wing we are in position to mousetrap any opposing lineman who might be rushing through or fake out of position. A variety of delayed and split buck plays with passes and laterals can be developed, if the left half is used to handle the ball. If a coach wants to put a man in motion to either flank and still retain the reverse attack to both sides of the line, he can start his full or tail-back in motion, depending upon which man he uses to run his spin-reverse series.

In the fullback and tail-back spinner series, a coach has the advantage of his left half being in position to help materially on either a reverse, double, or triple pass. The left half is also in good position to lead the full or tail-back inside of the guard or tackle on fullback or tail-back spinners. Most of the college teams in this section are using the fullback in a

continuous spin. We use practically the same thing, but our fullbacks stand straight and erect. We think that we can get a little more deception in this way, since the right half, left half, or tail-back can come closer to the fullback. This screens the ball more from the defense. The attack from the double wing can be made on either side of the line with equal strength. This formation nearly always keeps the defense from over-shifting to either side. A balanced offensive formation that is capable of hitting any spot in an opponent's line, either through the use of a direct or indirect play, seems to me to have a great deal of merit.

In using direct plays, we have found that the right guard and fullback are just as effective in double teaming on the end as the blocking back and fullback. The left guard and left halfback swing around as interference. On the cut-back or wide end-run plays there is no disadvantage in running our type double wing-back, since nearly all systems put only one man on the end on these two particular types of plays. With the fullback buck it is a question of whether he can gain as much ground by bucking over the right offensive guard or center in order to use the left half for a blocker or whether to drive over his inside or outside tackle when using the single wing. I cannot see much difference so far as the relative value is concerned, between a buck to the left with the left half leading and a buck to the right of the line, with the blocking back leading. It seems to me to be more a case of defensive and offensive personnel. In running the spinner series, it is very essential that all



players be drilled daily in perfecting the art of faking the ball; that is, using the same method of taking the ball as well as faking to get the ball. At all times we like to have our backs run with the same speed. We think that it is better to slacken the pace so far as necessary in order to make a good fake either for or with the ball.

In the use of the quick kick we do not have to run any player across the other side of the line to block a tackle or end. This insures against the alibi of our halfback over-running the particular lineman whom he is to block.

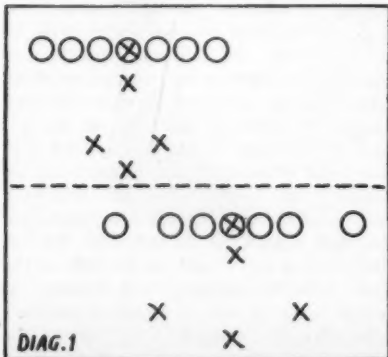
I think that the double wing has not been fully exploited. I sincerely believe that, with the new rule of handing the ball forward, there will be a number of teams who will begin using the double wing again this year. The double wing will become less effective if a coach does not have players who are capable of decoying or faking some defensive man until the play can get started. This deception must be worked for daily.

There has been many a friendly argument concerning the best type of offense, granting that the players are of equal ability. There are those who believe that it is best to sacrifice some speed and power for the maximum amount of deception. Others believe that it is best to try for a happy medium between power and deception. Still others prefer to resort to direct plays and passes with the maximum amount of speed and power. My only conclusion is that a coach should use the one that gets the farthest with the most touchdowns.

A Short Synopsis of the Modern T Formation

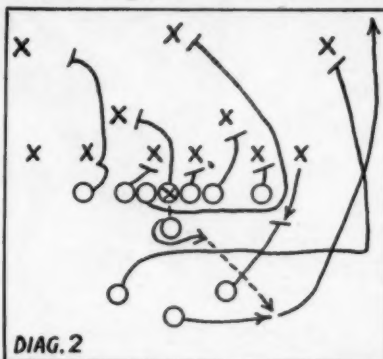
By Edgar Manske
End Coach, Holy Cross College

MY first contact with the modern T formation was in 1931 when I first saw the Chicago Bears play, and I assure you it was a good christening. One of the things that made a lasting impression upon me, was the speed with which the backs hit the holes.

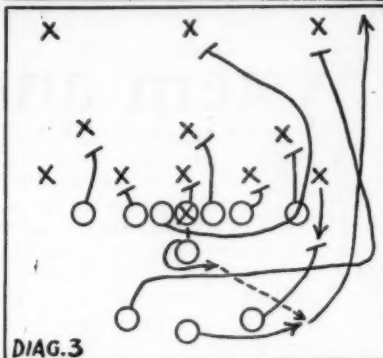


Old T formation above; new below.

Several times Red Grange went to the safety man before anyone knew that he had the ball. As a spectator I viewed the modern T formation as a rather complex offense, but my subsequent four years association with the Chicago Bears as a player convinced me that, in reality, it is probably the simplest of all modern offenses. I might add that the consensus



DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5

of the whole Chicago Bear squad is, that it is also the best offense in use today.

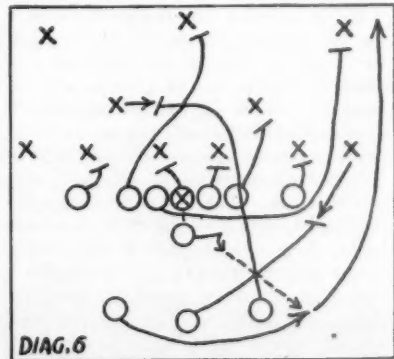
The modern T formation is really the old Notre Dame T formation with a few basic changes. In the modern T formation the ends are split one and a half yards from the tackles, the fullback is four and a half yards back of the line of scrimmage, the halfbacks are four yards back and straddle the outside leg of the tackles. The quarterback is behind the center just as he was in the old T formation (see Diagram 1).

The offense worked from the modern T formation is primarily fast hitting, and must be worked with perfect timing and man-for-man blocking. It is probably the most adaptable offense in existence today, because with a few small changes, it can be made to fit any new defense. I might add that it is also the most deadly offense against the new five-man line defense, because it gives better angles for more effective man-for-man blocking. Probably the one thing that makes the modern T formation look complicated is the man in motion. It is surprising to note that 80 per cent of the modern T formation running offense can be used without the man in motion. However, I would be rather cautious in not disregarding the man in motion, because 90 per cent of the modern T formation passes must be run with the man in motion. It is therefore a good policy to use the man in motion in both running and passing plays, so as to make for a better balanced and more confusing offense.

Some good plays from the modern T formation, against both the six and the five-man line defenses are as follows:

In Diagram 2, a play used against a six-man line, the left half is in motion to the right for five counts and then turns up the field to block the halfback. The quarterback keeps his feet even. The center snaps the ball into the quarterback's hands on the fifth count. The quarterback then makes a deep back-pivot to the right and laterals the ball to the fullback about waist high. The fullback makes a fast start, dips back slightly and takes the lateral from the quarterback.

The only difference between the play



DIAG. 6



shown in Diagram 3 (five-man line) and that shown in Diagram 2 (six-man line) is a few switch assignments. In Diagram 4 the end and right half switch assignments.

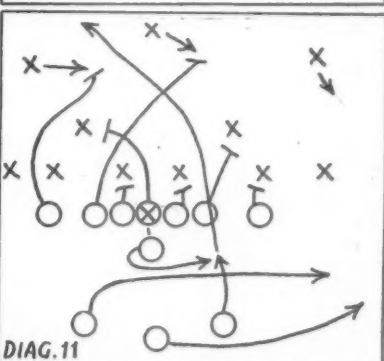
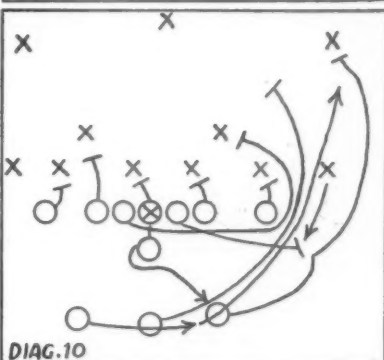
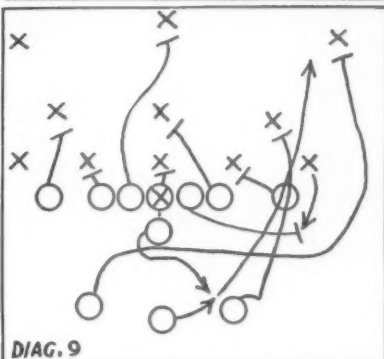
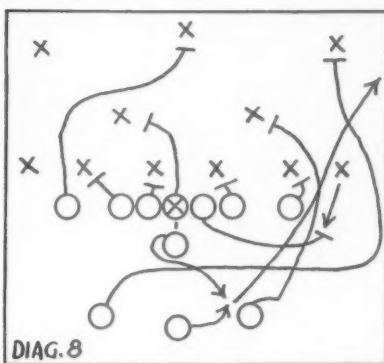
I might add that, when these three plays are worked to the opposite side, the quarterback must use a step-out rather than a pivot. As a general rule, whenever the quarterback has to lateral the ball to his left, he must use a step-out, whereas to the right he must use a pivot. The opposite would be true if the quarterback were left handed.

In Diagram 5 (six-man line), the center snaps the ball into the quarterback's hands on any count called. The quarterback then makes a deep back-pivot to the right and continues to run to a position about where the right half was. He then hands the left half the ball with his left hand. The left half makes a fast start and takes the ball from the quarterback. This play, when used against the five-man line calls for the switches as shown in the first play, Diagrams 3 and 4.

The quarterback on the play shown in Diagram 6 makes a step out to the right, stepping out with his right foot, then makes a fast fake to the right half and laterals the ball to the left half. After the fake, the quarterback must line up his body so that he can properly lateral the ball with his right hand. This maneuver is much easier, when this play is worked to the other side. The right half drives hard over his own right tackle and fakes as though he has the ball. The left half makes a fast start and takes the lateral from the quarterback.

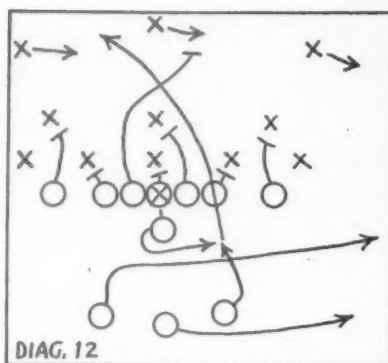
Diagram 7 shows the switch assignments necessary when the play is used against a five-man line.

In the play shown in Diagram 8 as used against a six-man line, the left half is in motion to the right for five counts and then turns up the field to block the halfback. The center snaps the ball into the quarterback's hands on the fifth count. The quarterback then makes a deep back-pivot to the right and continues on for about three steps and hands the ball to the fullback with his left hand. The fullback takes two steps as though he were going on an end run and then cuts for the hole. The right half makes a good



slow-step body-fake to the right, breaks for the hole and blocks the backer-up. The reason for this fake is to allow the right guard to pass first.

The play shown in Diagram 8 when used against a five-man line calls for a few switch assignments. The right guard and the right tackle may switch assignments if it is deemed necessary for better



timing of the play. (See Diagram 9.)

In the fifth play (Diagram 10) against a six-man line, the quarterback makes a deep back-pivot to the right and continues to run to about the spot where the right halfback was, then hands the ball to the left halfback as he cuts for the hole. The left back takes about three or four steps as though he were going on an end run, then cuts for the hole at about the spot where the right halfback was. The fullback also cuts in about the same position as the left half does, and leads the left half through the hole.

This play against the five-man line requires switches of assignments as explained for the fourth play (Diagram 9).

In the sixth play, Diagram 11, when used against the six-man line, the left half is in motion at least four counts to the right. When the ball is snapped to the quarterback, he makes a fast flat back-pivot to the right with a good follow-through, and hands the ball to the right half. The right half makes a short 45° angle dig-step to the right and then cuts at full speed for the hole, which is at a spot about over his own right tackle. The right half takes the ball from the quarterback with palms up and about waist high. This is the general rule for all plays where the quarterback hands the ball to the receiver. The fullback fakes an end run.

The only real switch of assignments when this play is used against a five-man line (Diagram 12) is between the right end and right tackle.

In the seventh play, shown in Diagram 13 against a six-man line both halfbacks fan out as though they were going out for a pass, or they may fake as though they were taking the defensive ends in. The quarterback takes the ball from center and makes a one-fourth back-pivot to the left, and hands the ball to the fullback. The fullback makes a fast start straight for the hole, which is slightly to the right of his own center.

Suppose the defensive left half is not covering the man in motion well, and is staying back about fifteen yards, the play, shown in Diagram 14, would then be an excellent one. The left half is in motion to the right about five counts, and as he passes his own right tackle he

angles back and catches the pass over his right shoulder, and then turns up the field. The fullback makes a head-and-shoulder fake to the right and steps off to the left to block the right defensive end. The quarterback makes a deep back-pivot to the right, a quick fake to the fullback and then passes to the left half. When this play is run to the opposite side, the quarterback must use a step-out instead of a pivot.

Now suppose that the defensive left halfback is covering the man in motion too closely. The play, shown in Diagram 15, would then be the logical one to use. The left half is in motion about eight counts, turns up the field at full speed and catches a pass over his left shoulder, and then turns up the field. The fullback does the same as explained in Diagram 14. The quarterback makes a deep back-pivot to the right and fakes giving the ball to the fullback as he drops back to pass.

The play, shown in Diagram 16, is just another method of attacking the defensive situation, shown in Diagram 15. The backfield maneuvers are the same as in Diagram 15, except that the left halfback in motion does not turn up the field but continues straight out.

As a general rule, two things are absolutely essential before one can be assured of fair success with the modern T formation; it is necessary to have, first, fast starting backs, and, second, a smart quarterback who is also a good passer. Slow backs may be developed into fast starters, by constant practice of sprinter's starts in track shoes. It is also advantageous to have hard charging linemen, because such is necessary for effective man-for-man blocking.

It is my opinion that the new rules will not directly affect the modern T formation. There are relatively few plays where the quarterback could hand the ball forward.

As a parting note, I wish to make it clear that this synopsis is only a small basic part of the modern T formation. If anyone wishes to delve further into its aspects, may I suggest that he acquire a book on it, which is shortly to be published.

For information regarding the book referred to, write directly to this publication. Editor's Note.

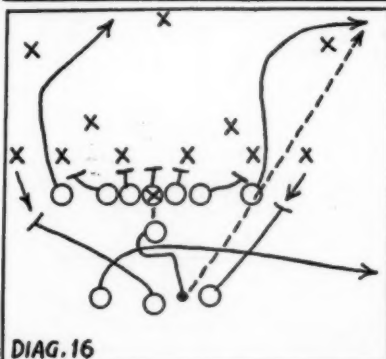
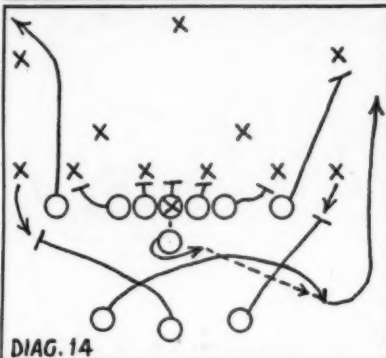
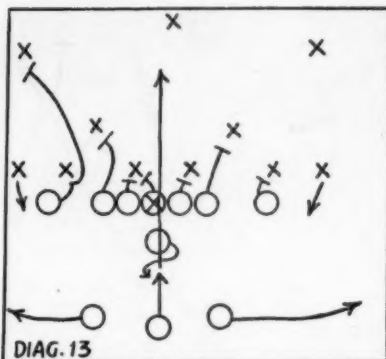
The Notre Dame System

By J. M. Boland

Purdue University

TO most readers of this article, the Notre Dame system of offense in football is well-known. Because of its wide-spread popularity and use, the points which recommend it are as familiar to coaches everywhere as are the assignments of its basic plays, the off-tackle and end-run.

Traditionally, the Notre Dame system



is based on the balanced line, with an initial T-formation of the backfield, and the use of a backfield shift combined with shifting or flexing ends. The resulting formation is usually the box or Z arrangement of backs, and from this set-up, fast-breaking and deceptive plays are featured majoring man-for-man blocking. Theo-

retically, the idea that "every play's a touchdown" is the thought behind the blocking assignments and general play-construction. Emphasis is placed on the long-gainer, which might be stopped four out of five times, but the fifth may go for a touchdown.

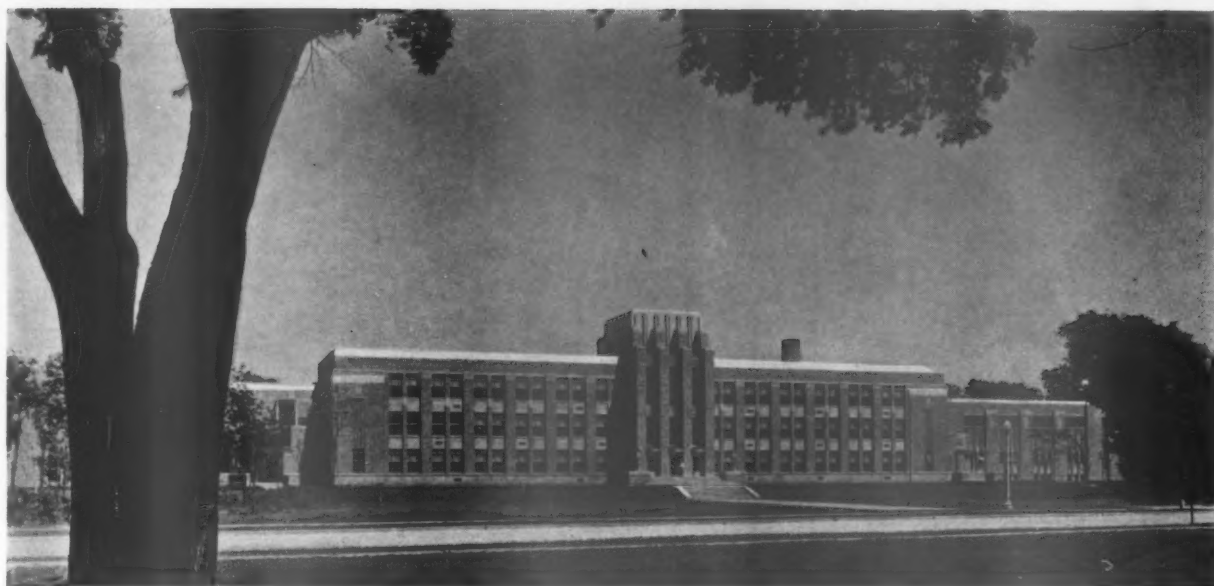
These facts about the Notre Dame system, I repeat, are as well-known as the fact that the strong-side end is called upon to handle the defensive tackle alone on the off-tackle play, in keeping with the man-for-man principle of blocking featured in the Notre Dame style of play.

However, other facts about the Notre Dame style of play are not so well known. For example, the chief recommendation and strongest point of the Notre Dame system, to my mind, lies in its *elasticity*, a point being demonstrated more each passing season in football. The initial formation, for example, of the Notre Dame style of play has been for years and still is the traditional T-formation, so recently brought back to power and popularity in a streamlined version by Jones, Halas and Shaughnessy. In the Notre Dame system, the T-formation offers a multitude of opportunities for play exploitation in itself, keeping the defense uncertain and necessarily prepared for action. Then, a shift of backs and ends—and perhaps of linemen—and immediately new football worlds are open, with the defensive team forced to shift quickly and prepare for a still greater variety of attack.

From the balanced line, equal strength can be obtained to the weak side, to the strong side and around the strong-side flank, as compared to the concentrated power in one sector—the long side of the line—that features the unbalanced line system of play. Elasticity, that keynote word, is demonstrated again in the ease of adapting play assignments. As already mentioned, man-for-man blocking is permitted, with a wide variety of passes, strong-side runs, reverses and single and double spinners possible. Or, as has been recently demonstrated, doubling-up, a concentration of blocking strength at the point of attack, is also possible; so today, in some teams employing this style of play—notably the Notre Dame system of 1940 under Frank Leahy—the old off-tackle play has been replaced by the one employing end and wing-back on the tackle, quarterback and fullback on the end.

Again, it will be admitted that each football team reflects the football individuality of its coach in the ideas, plays, and strategy it employs. The fact that Notre Dame under Elmer Layden developed and exploited the man-in-motion sequence; that Santa Clara under Buck Shaw employed a distinctive offense; that Michigan State under Charley Bachman demonstrated an efficient emphasis on spins and reverses. These examples serve to demonstrate the elasticity of the system. Two teams em-

(Continued on page 58)



The Niles Township High School.

A Modern High School Plant

The Plant in General

By R. E. Cotanche

Superintendent, Niles Township High School

THE new Niles Township High School completed, with landscaping of its twenty-one acre grounds at a cost approximating \$1,000,000, is located at the intersection of Lincoln Avenue and Skokie Highway in Skokie. This building did not just happen. It evolved from an educational plan following a careful survey by the superintendent and the board of education.

In the design of the building, the needs of every department were carefully considered. The structure was then erected to fit these needs, and, as a result, one of the finest buildings in the area is available to Niles Township pupils.

The building is a three story L-shaped structure, divided into three units—academic, assembly, and gymnasium—modernistic in design and finished in brick and Indiana limestone. It provides nineteen classrooms, four laboratories, three household arts rooms, three commercial rooms, one large study hall, one library which seats 165 pupils, an art unit, shops, a little theatre seating four hundred, a band room, two gymnasiums, a swimming pool, locker rooms, and office and staff suite. Its cafeteria, which can seat six hundred people for banquet purposes, can be served readily by adequate kitchen facilities.

The entire building is equipped with a two-way public address system and an-

nouncements may be made to reach all pupils and teachers. In addition, teachers may be called to converse with the administration.

The grounds are well landscaped and carefully planned for outdoor activities. They include an athletic field with a quarter-mile track and a 220-yard straightaway. The football field is placed in the center of the oval which extends across the eastern portion of the property. A permanent stand seating two thousand overlooks the track and the gridiron.

The outdoor facilities include a sunken ice skating area which is used also as a girls' hockey field. Adjoining this field to the north are five clay tennis courts enclosed with a ten-foot fence. A five-acre play lot to the south is used not only as a practice field for football and baseball, but provides also for physical education activities such as touch football, softball and archery.

Parking space is provided for three hundred cars. A driveway leading north and south from two main thoroughfares services this area.

Niles Township, comprising the village of Skokie, Morton Grove, Niles, Lincolnwood, and Golf, covering some thirty square miles of territory, is serviced by five school busses. This service from the more distant homes to a school with adequate facilities and an excellent rating has brought about a sensational growth over the entire area, and, since this growth had its beginning with the completion of the building, the community is exceptionally well pleased with its project.

The Physical Education Unit

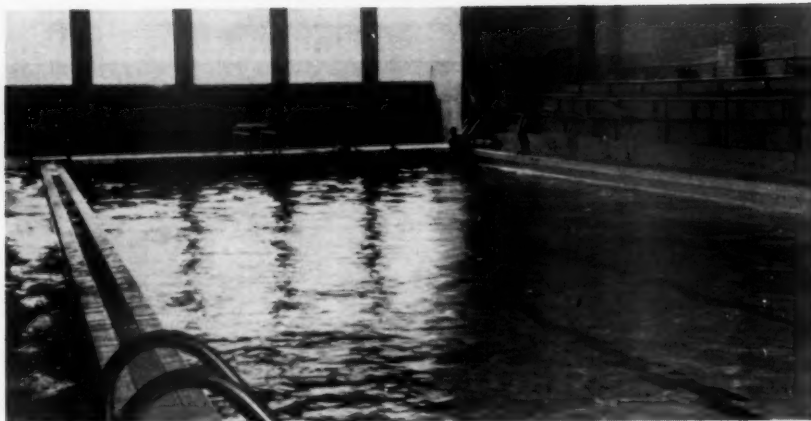
By Harold Isaacson

Director of Athletics

THE Physical Education unit of the Niles Township High School forms the south wing of the building. It contains a boys' gymnasium with permanent seating for five hundred, a girls' gymnasium, pool, locker and storage rooms. Provisions are being made to install fold-up bleachers which will seat an additional three hundred.

The boys' and girls' gymnasiums run parallel, the girls' gymnasium being raised four feet above the floor in the boys' gymnasium. The permanent and fold-up bleachers face the girls' gymnasium, thus making it possible to use this portion of the unit as a huge stage. It is possible to seat two thousand people for large gatherings by the use of folding chairs on the main floor.

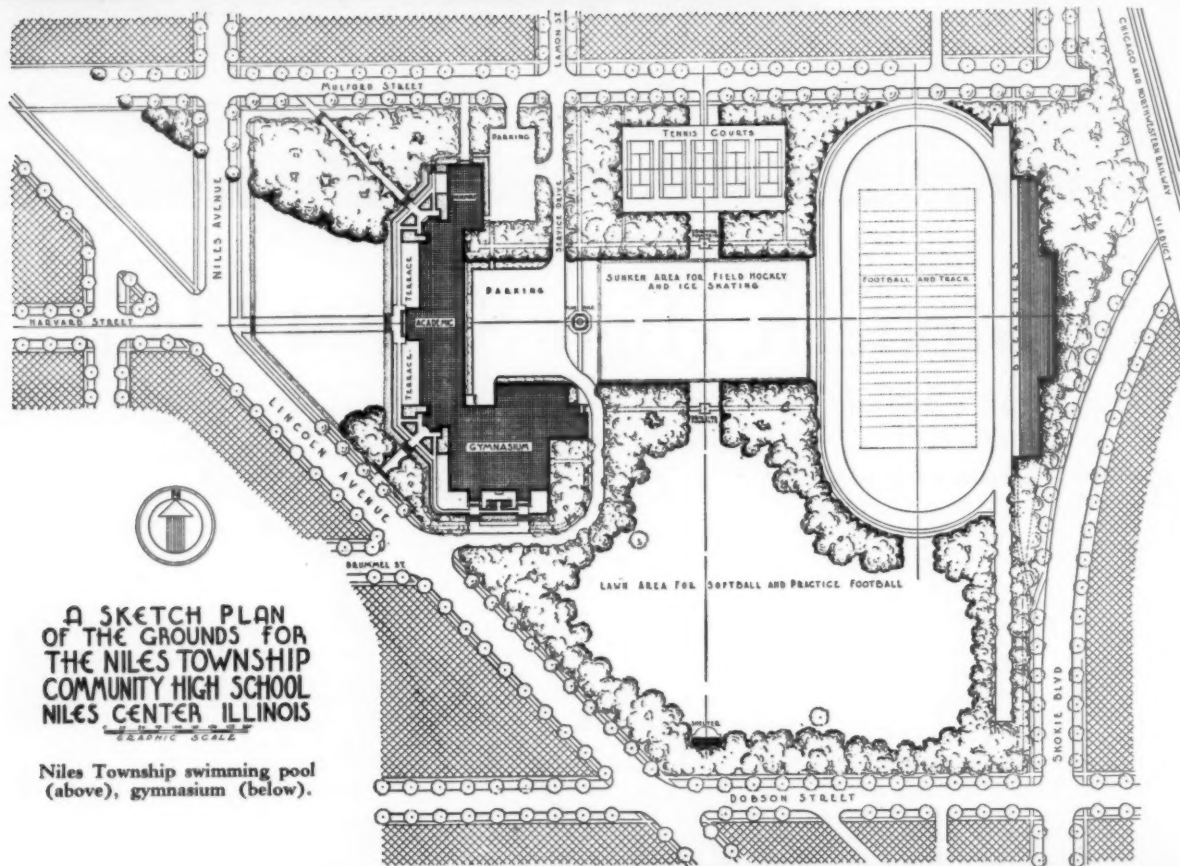
For physical education purposes the girls' gymnasium is closed off by a series of sound-proof folding doors. These doors, hung on overhead tracks, can be moved easily into position as a cyclorama for three different sized stages. Both units are acoustically treated. The floor of the boys' gymnasium is laid with hard maple and is 68 by 100 feet. This floor is marked out for a 50-by 84-foot basketball court, two 45-by 60-foot practice courts, three official volley ball courts, three badminton courts, and an indoor



trical device which supplies pure oxygen to the rooms. There are adequate shower, towel, and storage rooms. Two stairs lead directly to the gymnasium and another stairway leads to the fields.

The natatorium, 30 by 75 feet, is located beneath the boys' gymnasium, and has depths varying from three and a half to eight and a half feet. Permanent bleacher space on the west wall permits seating for two hundred and fifty. The south wall is built of glass brick, thereby providing a sufficient amount of natural lighting. Artificial lighting, flush with the ceiling, affords amply for evening recreational

(Continued on page 47)



A SKETCH PLAN
OF THE GROUNDS FOR
THE NILES TOWNSHIP
COMMUNITY HIGH SCHOOL
NILES CENTER, ILLINOIS

GRAPHIC SCALE

Niles Township swimming pool
(above), gymnasium (below).

diamond. The room is very adequately lighted by eighteen open face reflectors. The seating capacity for game purposes is one thousand. Easily available off the gymnasium floor are equipment and storage rooms, office and toilet facilities. A double-faced electric score board hangs opposite the bleachers and the girls' gymnasium.

The boys' general locker room will accommodate eight hundred boys. The varsity-team room is adequate for fifty boys, and the visiting team room for twenty-five. The lockers in the varsity room are full-sized and are heated by steam pipes from below. All the locker rooms have forced ventilation in which is installed an elec-



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Illustration 1—Municipal field at Manchester, New Hampshire, where combination lighting system has been installed.

A New Floodlighting System for Football, Baseball and Softball

By S. B. Gaylord

Lighting Division, General Electric Company

MANY athletic directors and coaches who have floodlighted an athletic field for only one sport later wish that it were possible to play other sports under the same lighting system. This would help balance the year-around athletic program, would utilize equipment to much better advantage, and often increase the revenue of the athletic fund. Floodlighting for two or more different sports is not new but in the past good lighting for one sport has been at the expense of another, or expensive and troublesome changes have been necessary between seasons.

Since night baseball requires a greater number of floodlights than other night sports, it is not difficult to locate a football gridiron at some location on the lighted diamond and play night football

under fairly good visibility conditions. If one is not careful in arranging a football field, however, players may be troubled by glare, long shadows and other handicaps. If stands are permanently located with respect to the baseball diamond, it is likely that spectators will be a great distance from the playing field during the football season.

With these problems in mind it will be easier to understand the arrangement of the playing field and bleachers shown in the accompanying illustration. This new system was designed to be most effective for both players and spectators for all three sports—baseball, softball and football. Table I gives the arrangement of floodlights at each of eight pole locations for High School or Municipal fields. It is advisable to use all of the floodlights

for baseball and football. The "C" locations may be turned "off" for softball. Additional floodlights may be used if professional baseball is played on the field.

This plan is particularly suitable for athletic fields which make use principally of movable or temporary bleachers for accommodating spectators. If the field has large permanent stands it may be necessary to arrange a specially designed floodlighting system to accommodate all three sports.

This plan is also suggested as a guide for the laying out of new athletic fields so that all three sports can be played on a single field, not only at night but in the daytime as well.

The principal ways in which this plan differs from other combination floodlighting systems are: 1. Each seat in the

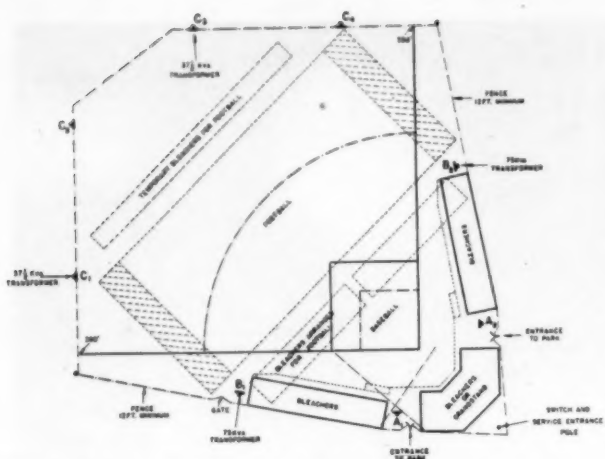


Diagram 1 shows a layout of a lighting system for baseball, football and softball.

Table I—Lighting and installation data.

grandstand or bleachers is located close to the playing field for all sports and the spectators' view is not obstructed by flood-lighting poles. 2. When changing from baseball to football flood-lighting it is necessary only to re-locate the movable bleachers and add temporary bleachers along the opposite side of the football field. 3. It is not necessary to change or re-adjust any (Continued on page 51)

LOCATION		G.E. TYPE L-68 SPORTS LIGHTING FLOODLIGHTS		TOTAL FLOODLIGHTS	KW AT RATED VOLTAGE	KW AT 10% OVER VOLTAGE
NO.	HEIGHT	MEDIUM BEAM POLISHED	WIDE BEAM ETCHED			
A ₁	RECOMMENDED - 10 FT. MINIMUM - 70 FT.	8	4	12	18	20.9
A ₂		8	4	12	18	20.9
B ₁		14	10	24	36	41.8
B ₂		14	10	24	36	41.8
C ₁		3	9	12	18	20.9
C ₂		3	9	12	18	20.9
C ₃		3	9	12	18	20.9
C ₄		3	9	12	18	20.9
TOTAL		56P*	64E*	120	180	209.0

IN THE ABOVE SCHEDULE:-

P* DENOTES POLISHED ALZAK ALUMINUM FINISHED FLOODLIGHTS—G.E. TYPE L-68, CAT. A52G33 (WITH DOOR GLASS OR CAT. A52G13 (OPEN) TOTAL---56

E* DENOTES ETCHED ALZAK ALUMINUM FINISHED FLOODLIGHTS—G.E. TYPE L-68, CAT. A52G23 (WITH DOOR GLASS) OR CAT. A52G13 (OPEN) TOTAL---64

USE 1500 WATT CLEAR GENERAL SERVICE MAZDA LAMPS OPERATED 10% ABOVE RATED VOLTAGE.

NOTE:-

DOOR GLASSES WILL ELIMINATE LAMP BREAKAGE DUE TO RAIN, SLEET AND BUGS AND WILL PREVENT FOR THE MOST PART, ACCUMULATIONS OF DUST AND DIRT ON THE LAMPS AND REFLECTORS.

HEAVY DUTY STEEL POLES SUCH AS UNION METAL MONOTUBE ARE RECOMMENDED TOGETHER WITH ALL UNDERGROUND WIRING.

IF WOOD POLES ARE USED WE RECOMMEND CLASS A WESTERN RED CEDAR TOGETHER WITH GALVANIZED ANGLE CROSSARMS AND ANGLE BRACES.

UNDERGROUND ELECTRIC SERVICE IS RECOMMENDED IN ALL CASES FOR A₁-A₂-B₁-B₂. OVERHEAD PRIMARY AND SECONDARY IS PERMISSIBLE FROM B₁ AND B₂ FOR THE OUTFIELD LOCATIONS.

Sound Amplification Equipment

By Ellsworth C. Dent

Director, Educational Department, R.C.A. Manufacturing Company

THERE is a definite opinion today among schools and colleges that public address equipment is designed for use either indoors or outdoors and, therefore, it is necessary to have two distinct systems for these applications.

To a certain degree, this is true. For example, a speaker or microphone designed primarily for indoor use would not stand up under adverse weather conditions encountered outdoors. Similarly, equipment designed to give sound coverage to large areas outdoors would not give the best results if used in small, confined indoor areas.

The purpose of this article, however, is to correct the erroneous impression that there is no equipment available which will give efficient service both indoors and outdoors. The choice of proper equipment, such as described here, will enable the average school to have an inexpensive sound system in the gymnasium for basketball, a sound system on the athletic field for track and other events, and a sound system for the football field as well. This may all be accomplished with a single,

sturdy, portable and economical system.

The one piece of equipment which gives the school these many uses of a single sound system is the new and popular reflexed trumpet loudspeaker. This reflexed trumpet loudspeaker is highly efficient, which simply means that with this type loudspeaker the most sound may be obtained for each dollar invested. It is compact, light in weight, and with reasonable care will give long service. It is especially adaptable for use in the above-mentioned situations.

The accompanying diagram illustrates a complete sound system, consisting of a microphone, an amplifier, and two speakers. Each is an independent unit, connected into a complete system by separate cables with plugs for quick and easy set-up. The whole system is very versatile and can easily be moved from the gymnasium to the track or athletic field, and for all speech purposes is equally satisfactory for the auditorium, swimming pool, et cetera.

Two reflexed trumpet loudspeakers are mounted on a pipe stand as illustrated.

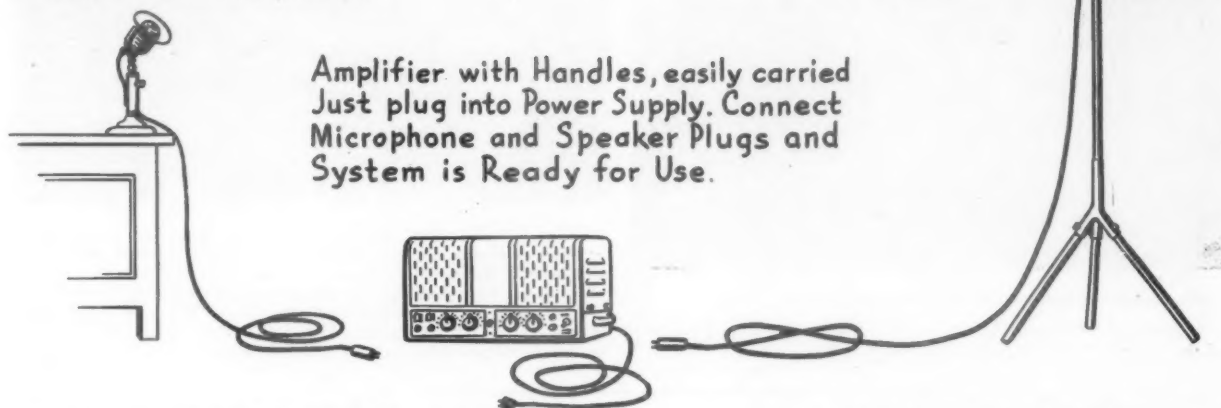
The design of the stand is unimportant since it simply provides a convenient, portable method of supporting the loudspeakers. Such a stand could easily be constructed by the students themselves in the school shop from sections of pipe usually available around the school. Speakers and stand may be equipped with portable cable for simple connection to the amplifiers.

An amplifier as illustrated provides twenty-five watts of good quality power. When used with the highly efficient reflexed trumpet loudspeaker, the maximum sound obtained is equivalent to older types of sound systems employing many times as much power. In addition, this type amplifier provides facilities for remotely controlling volumes. The amplifier shown is equipped with convenient carrying handles.

A microphone designed specifically for speech purposes and equipped with a "push-to-talk" table type stand completes the remaining link in this versatile sound system. A microphone of this type automatically compensates the overall system

Special Speech Microphone with "Push-to-Talk" Stand, Cable and Plug ready for connection to Amplifier.

Speakers on Pipe Stand with Cable and Plug ready to Connect to Amplifier.



Amplifier with Handles, easily carried Just plug into Power Supply. Connect Microphone and Speaker Plugs and System is Ready for Use.

so that maximum efficiency is obtained for the uses to which the system is to be put. The "push-to-talk" type table stand permits control of the system by the announcer. Unwanted background comments may be readily censored by "kill-

ing" the microphone.

The diagram shows how easily this system may be prepared for quick set-up anywhere around the school. Most important, equipment of this type is the solution to the problems of the average

school concerning public address equipment. It enables them to purchase one sound system equally adaptable for use both indoors and outdoors. These uses are almost unlimited, if equipment is selected which is both portable and efficient.

A Portable Baseball Electric Scoreboard System

By H. S. De Groat

Director of Athletics, Springfield College

GRADUALLY our sport audiences have become more and more interested in the fine points of our athletic games. Efforts toward the sports education of our American youth are beginning to produce results. Every athletic director who must gather income from the various athletic events under his guidance must realize this truth and capitalize upon it. Electric score boards that keep the spectators up-to-the-minute on the scoring situation are appearing more and more in our gymnasiums and on our fields. The thrills and tense moments in many events arise from the knowledge of the exact score, time left to play and like details. For instance in a baseball game the spectator who knows the fundamentals of the game is considerably assisted in enjoying the game, if he is kept posted as to the score and the count on the batter.

When the athletic director adds to the spectator's enjoyment of the game he adds to the potential income of his department. He adds to this common objective of ours, to sport-educate the youth of our country, to promote the appreciation of our sports events by placing as much of the game situation before them as possible.

Some of the colleges in the East have begun to use lights to indicate the "balls," "strikes," and "outs" in baseball besides the score by innings. This trend is very commendable. It helps baseball as a sport. Conditions in many small colleges and high schools do not permit the elaborate system used by some of these colleges. Often the conditions about the baseball field will not permit the leaving of lights and other apparatus out over night. Many cannot spend the necessary money for an elaborate system.

The portable system described here was designed to fit in the score board on Elmer Berry Field at Springfield College. The conditions controlling its use do not permit the leaving of the apparatus out over night, nor at the time can more funds be devoted to making a fool-proof system. Improvements are, however, sure to be made soon.

The system points out the ideas by which any director with initiative and probable assistance of students can set up a very attractive system that can be attached to the regular baseball score board at game time and tell the public the outs and count on the batter. The system allows either the use of current

direct from the lighting system or the use of a wet battery to furnish the power.

The panels of lights may be hung as shown here in the pictures or may be hung crosswise. The lettering for the "OUTS," "BALLS," etc. should be larger than shown here. They should be equal to the other lettering on the scoreboard in order to be seen by the people in the stands.

The light fixtures, switches on the control board and wire may be purchased from any electrical store or one of the chain stores.

Almost any high school boy can work out the wiring system. Here, the control board starts with a wall outlet so the extension wire can be detached. The pairs of wires running between each switch and each light fixture are of sufficient length to allow the control board enough mobility. The wires going to each panel can be wrapped about the panel and the three panels will rest easily upon the control board which can then be carried away for storage between games.

Lights. The size of the light bulb depends upon the distance of the board from the fans. Sixty or seventy-five watt



Illustration 1—Scoreboard without system installed.

Illustration 2—Control board placed on the arms of a chair in front of the operator. The panels above the board are lettered, "BALL,"

bulbs are usually sufficient. If painted red the higher wattage is necessary. If the light does not shine through a painted bulb, it may work better if a red circle is painted on the top of the bulb which will allow the white to show at the center. Try water paints first.

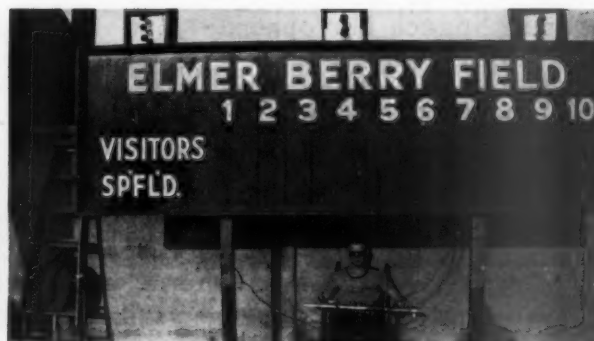
Sunshine. If the location of the board allows the direct ray of the sun to hit the lights it may be necessary to erect an extension over the top of the panels to shade the lights, otherwise, there will be difficulty in telling when a light is on. In this case, the panel turned broadside will work better. It may be necessary, also, to paint a red ring on the bulb instead of having it all red.

Panel Wording. The wording on the panels as shown here should be enlarged. It is suggested that they be "OUT", "STR.", "BALL". If the panel is hung, with the bulbs in a horizontal position, the whole words may well be used.

Improvements. With initiative the attaching of the control board may be placed in a position on the back of the scoreboard where the operator can stand

IN these few pages set aside in this issue for suggestions on plant construction and modern equipment, the recently completed Niles Township High School was taken as an example of a perfectly designed and well equipped high school plant. Every detail in the landscaping of the grounds, in the sound and lighting installations, playfields and gymnasiums has been carefully carried out to make it a credit to the community, to Superintendent Cotanche and to Athletic Director Harold Isaacson.

or sit as he manipulates the switches. The light fixtures may be boxed in permanently in some manner similar to that used on the "Elmer Berry Field" board. The wiring might be erected with proper outlets so that extension wires may be plugged in at game time, thus connecting the portable control board with the lights and with the source of power. The bulbs might be screwed into place. This system allows exposure to the weather unless the openings on the front can be made into



"STR," "OUT." The openings should have doors that would lift up and act as shades over the lights because the sun shines directly on the board. Bulbs with red ring around the large part of the bulb show best. Source of light power is from the left and over the wall. Bulbs extend beyond the face of the board so that people in the stand, that is to the left of the board, can see them. This also gives the reason for lights being in a perpendicular line.

doors that would act as shades over the lights when lifted, thus protecting against the direct rays of the sun.

The extension of the bulbs out beyond the face of the scoreboard allows persons seated in line with the board to see the count on the batter.

Scoreboard Position. It is not always necessary for the scoreboard to be in one of the fields. The placing of the board near the stands or even near the backstop, in some cases, will give greater satisfaction to the spectators and may more readily permit the attaching of the extension wire to the lighting system. It will undoubtedly permit better manipulation of the control board by the operator.

Good Scoreboards. Visitors at West Point might well look at that scoreboard which uses red lights on the horizontal line. It is the best board that the author has seen this year in college circles.

Massachusetts State College has a large board. Amherst College uses a very tricky board that flashes the count by numbers instead of lights. Williams College uses wet battery for power.



Illustration 3 is an example of the system attached to a common score board in a public park. Note that the lettering on the panels is not large enough. The lettering might be on the lower edge of the panel and be the same size as the word "INNINGS." Note also that the panels might be hung crosswise and full wording used for "BALLS," "STRIKES," etc. The control board might be hung on the right upright.

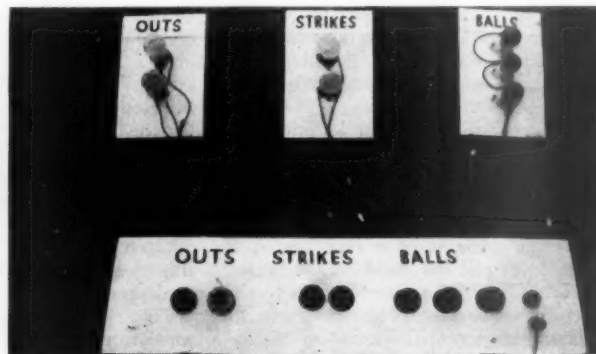


Illustration 4 is a close-up view of the panels and control board to show detail of ordinary switches, outlet and connecting plug on the extension wire at right. Panels and control board are covered with card board for picture-taking process. The wiring is crude here. It might be improved, if brought to the light sockets and to the switches from the underside of the boards.

The Value of Physical Education and Athletics in War-Torn Europe

Intensified Sports Program to Prepare 50,000 Students in Finland for National Defense

THE Finnish State Board of Education has just announced plans for the intensification of physical training for the 43,000 pupils in the secondary schools of Finland as a preparation for national defense. With a similar aim, the Board of Directors of the State University in Helsinki has announced a compulsory sports program for the 7,000 students at the university. Although separately planned and administered, both programs are designed not only to improve the general health of the Finnish youth, but also to build up strong will and endurance for defense. Girls are included in the program, as the late war with Russia showed that it was equally vital for the nation's defense and morale that the women, too, be physically fit and have steady nerves.

Beginning with the 1941 fall term, every student at the university will be required to enroll either in basic physical training courses or in some form of active sports. For the present, because of lack of sufficient practice fields, the physical training will be compulsory only during the first four semesters of the student's university attendance. Later, the requirement will be extended to four or five years.

Students who are physically unfit for active sports will nevertheless take part in the program by serving as linesmen, referees, scorekeepers, etc. Students at the University Gymnastic Institute are also released from the compulsory program, but they, too, will be used in some kind of functional capacity. Other students, already in training for competitive sports, are also exempt from the compulsory program.

The required basic training of the university program consists of sports calculated to develop leadership as well as to maintain the physical fitness of the student. These sports include gymnastic marching, cross-country running, skiing, swimming, shooting and orientation. No actual training will be offered at the university in the last three named, but students must pass certain standard tests. If they repeatedly fail the tests, they will have to make up the deficiency by exercises in other branches of athletics. Grading, except in these three sports, will

be on the point system.

The university students will be expected to attend sports classes twice weekly on the average, although three classes a week will be the aim wherever possible. Male students will be required to complete five gymnastic exercises, and four marches or four field exercises during the fall term, and five gymnastic exercises, three marches or three field exercises during the spring term. Women students must participate in eight gymnastic exercises, three marches in each fall term; eight gymnastic exercises, three skiing excursions and one march during the spring term. In addition, certain hours in elective sports are compulsory for all students. These may include gymnastics, indoor and outdoor ball games, boxing, skating, field exercises, et cetera.

The university sports program is considered important particularly as the majority of male students are army reserve officers. Long-range aim of this program moreover, is to preserve the physical condition of the educated classes, to build up a healthy middle-aged group and thus increase the number of year-classes for active war service. Further, through their interest and proficiency in sports, the university graduates, generally leaders in the social life of their various communities, can carry the ideals of physical fitness to all parts of the nation.

The secondary school physical education program, part of a general revision and modernization of the Finnish secondary school curriculum, will stress physical training and, with it, defense instruction. The training program, drawn up with the assistance of military authorities, is intended primarily to develop sound bodies and minds, useful in civilian life as well as in time of war. The boys' program includes preparatory training for the year of military service required of every male Finnish youth when he reaches the age of twenty. General sports, long and short marches, and orientation with maps and compass, will comprise the practical defense-sports training for these younger pupils. Technical tie-ups with defense will be brought out in classes of natural science, physics, chemistry, and even mathematics. History and geography teachers will touch upon the patriotic aspects of defense and endeavor to develop the national will to defend the state.

In addition to these two long-range programs, all the public school pupils in Finland are being required to participate this summer in special ten-day swimming and life-saving courses, which will also include elementary defense instruction.

These courses have been arranged for the summer, as the waters in Finland are too cold for swimming during the school term proper. Pupils away from their home school districts during the vacation must report to the nearest school board. Where there is no access to water, the courses will be confined to national defense.

Finnish youth will undoubtedly welcome these defense-sports plans, as they have always volunteered at every opportunity to do their share in maintaining the independence of their country. In 1939, university students gave up their summer vacations to build defenses. During the war, teen-age boys and girls, on their own initiative, ably assisted in the mass evacuations. Again, in the present reconstruction period, they are offering their services. Even city children are working on farms this summer, and picking wild berries, mushrooms, etc., while older students help clear land, build homes and roads. They shirk no tasks, for Finnish youth realize as well as their elders the necessity, from both economic and defense standpoints, for the speedy resettlement and rehabilitation of the nation.

What England Is Doing for Physical Fitness

Henry W. Clark

Director of Athletics—Lafayette College

THE following statement was not an appeal to the youth of the United States but a circular of the Board of Education issued to all England last November. It appeared in the midst of an all-out war that leaves mementoes like Coventry to mark its path and strains every resource of Britain to the utmost.

"It should be emphasized that, if young people are to make their full contribution to the service of their country, they must bring to it a fit body and the alertness of mind that bodily fitness produces. The more they realize that the maintenance of their health and fitness is not only a personal duty but is, in itself, an act of service to the country, the more ready they will be to take part in regular physical training."

That England in her time of stress should seek to "ensure that physical recreation continues to take its proper place in the youth programme as a "whole" shows the value she places on this phase of national life. For us the lesson is sharper and obvious. Our defense pro-

(Continued on page 53)

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JOHN L. GRIFFITH, Editor

The Value of School and College Athletics in the Present Crisis

By

JOHN L. GRIFFITH

II.

The Games of Youth

ATHLETIC sports to some people mean games for the rich. They think of all athletics in terms of golf played over a million dollar private course. Others think of sports such as softball, baseball, basketball, football and tennis in terms of the general population. We need, in the interests of straight thinking, to recognize the fact that the five sports enumerated are primarily games in which youth participates and, further, that boys in all walks of life engage in these sports. With this in mind, we present the following facts and observations.

Softball is a game that is played almost exclusively by boys and girls and young men and young women under twenty-one years of age. Some idea of the extent to which softball is played may be gathered from the report of the Bureau of Census figures in Washington for 1939. The report states that 311,443 dozen softballs were manufactured that year.

Baseball, like softball, is a game of youth. In 1939, 536,660 dozen baseballs were manufactured and presumably sold. Baseball is a young man's game. More than half a million boys played baseball last year under Legion auspices and fully as

many high school boys play baseball interscholastic or intramural each season. Only five per cent of the baseball equipment sold is used by the professional teams. We repeat, then, that baseball, like softball, is primarily a game of youth.

Even in larger measure is basketball a game of youth. Ninety-eight per cent of the 22,000 high schools maintaining athletics on an inter-institutional basis maintain school basketball teams. Practically all of our colleges support intercollegiate basketball. Whereas forty or fifty boys may play basketball on freshman and varsity squads in a large university, very often one hundred to one hundred and fifty intramural teams also engage in the sport. While some of the industrial teams contain young men past twenty-five, by far the great majority who play this game are young men, young women and children. In 1939, 48,000 dozen basketballs were manufactured.

Football also is a young man's game. The few who play this game when over twenty-five years of age are almost negligible. Not so many play football as play basketball and baseball (not quite one-half of the colleges and universities maintain football on an inter-institutional basis). However, at the schools and colleges that do promote football, larger squads turn out than is true of the other sports. In 1939, 215,000 dozen footballs were manufactured. There is some sand-lot football and there are independent teams, but the great bulk of the football played in this country is the kind that is promoted and sponsored by the educational institutions.

Tennis was originally thought of as a society game but today it has become democratized and is also pretty much a game of youth. More individuals play tennis than engage in the other sports which we have mentioned, if we are to judge the amount of participation by the amount of equipment sold. Most of the tennis is played on public parks courts, school courts and in vacant lots or yards. In Chicago, there are some 100,000 registered tennis players, only 5,000 of whom belong to tennis clubs.

Golf is a game for young boys and girls and it is likewise played by old men. We cannot maintain that golf is exclusively a game of youth. On the other hand the young people are more and more taking up the game of golf and no longer is it a rich man's game. It is estimated that approximately two million people play golf each year, 1,600,000 of whom do not belong to the golf clubs. These people, for the most part, play on fee courses, municipal courses, and courses operated by institutions such as colleges and universities.

The point we are trying to make is that the sports in which so many of our boys in the educational institutions engage such as softball, baseball, basketball, football, and tennis are almost exclusively games of youth. This being true, perhaps we should think of these matters more from the standpoint of the interest of youth than from any other angle. For instance, it is often suggested that, since not many engage in these sports, which we have enu-

merated, after they have passed the college age, the schools and colleges should discourage the playing of football, basketball and baseball because we do not engage in those games after getting out of college. On the other hand, we have always insisted that youth should decide pretty much what games youth wants to play. Some boys like a rough and tumble game such as football. Others prefer a game like baseball. One boy may enjoy cross-country running and another prefers one or more of the field events. It is a mistake to try to make all of our boys enjoy and do the same thing. We insist, furthermore, that it is a mistake to attempt to deny them the privilege of engaging in the kind of sport that appeals to youth. The football coach may feel that every boy ought to play football and the baseball coach naturally thinks that his sport is better for the boys than football may be. This is natural and not to be decried. The professor who teaches a foreign language may feel that his subject is more important than any scientific subject and vice versa.

We now come to the general question of the value of athletics in the present crisis. There are far too many people who think of athletics as a non-essential. At the University of Wisconsin some of the boys who were soon to be drafted asked Mr. Stuhlreher, the athletic director and football coach, for permission to get out with the football squad during the spring training period. They said that, when they reported at camp, they wanted to be in good physical condition. These boys did not underestimate the value of physical fitness in terms of military service. The educational institutions are rendering a worth-while service to lads such as these and we are convinced that both the school and college administrators and the boys alike appreciate this fact. Some of the men, however, who are directing the nation's affairs apparently do not realize that athletic training is closely related to military training in times of war.

It seems safe to suggest that the generation of Americans who are now directing the nation's affairs will leave to their children's generation a debt of at least one hundred billion dollars. It has been suggested that these young men who are now of school and college age will never be able to pay that tremendous debt. Whenever a nation, however, repudiates its debts or tries to avoid paying the bill by adopting inflationary methods, inevitably revolutionary changes take place. If our children find it impossible to pay this tremendous debt which we are going to leave for them and if a change in our form of government resulting in the loss of their liberties occurs, they may not feel very kindly toward those who brought this about.

Not only are those of our children's generation going to have to pay, for the most part, the costs incurred by the American people in recent years, but further, they are going to have to fight our wars. When this editorial is being written the suggestion is being made that in the future the government will not draft men over twenty-five years of age.

Youth has always fought the wars of history and youth will have to fight this war, when and if we

get into it. Should we not, however, give more thought to this question: "The value of school and college athletics to the young men of the nation on whom we are imposing tremendous burdens."

Nothing that we have touched upon is new. Rather we are attempting to place an emphasis where it belongs and to suggest that we give more thought to the subject which we are attempting to discuss in terms of the welfare and future of youth.

Excerpts from Addresses Regarding the Value of Athletics

THE following quotations, with the exception of the first, have been taken from addresses delivered before the National Collegiate Athletic Association delegates meeting in their annual conventions. As we announced before, it is our purpose to present in this fashion material which the coaches, trainers, administrators and others who are directing physical education work in the schools and colleges may use if they see fit when addressing the public on the general subject of athletics. We believe that our school and college athletics are of value, especially to those who compete. Others will accept our point of view if we present the facts for their consideration.

"Although the scholar for a long period looked down upon the athlete, at this time we are recurring to the ancient idea that the body cannot be neglected while educating the mind. Public contests are not an abuse of physical education; they give stimulus and life to the whole athletic enterprise. The charging of admissions to athletic contests and exhibitions does not alter their educational or their governmental status. While we may concede that the hiring of professional athletes as representatives might alter circumstances, in exhibitions of the state's own students there is an education of the few who directly participate in coolness and self-control under supreme excitement, in loyalty and teamwork, and a rewarding of them for faithfulness and proficiency in their physical training. There is also stimulated the interests and efforts of all students in athletics."

(Majority opinion, Page vs. Regents of the University System of Georgia, U. S. Circuit Court of Appeals, 5th Circuit, 1937.)

"For a definition of the spirit that should actuate the gentleman amateur (athlete) in his dealings with his opponents, one might well go back to the Greek word *Aidos*, for which the exact English equivalent is hard to find, but which is opposed to both insolence and servility, that, while it puts into a man's heart the thrill and joy of the fight, restrains him from using his strength like a brute or from cringing to a superior force; that wins for him honor and respect, in victory or defeat, instead of terror from the weak and contempt from the strong. It includes that scrupulous respect for personal honor that would make a team elect to risk

a probable defeat rather than win through the services of those who do not come within the spirit of a gentleman's agreement. It is that spirit of modesty and dignity that obeys the law, even if the decision seems unjust, instead of piercing the air with protestations. With *Aidos* in the hearts of the competitors, a sport that at first sight seems rough and brutal becomes a school for those manly virtues of self-control, courage and generosity; without it the game is but an opportunity to display malignant spite and brutality or to vent the meanness of a vengeful nature. It is this spirit of honorable and manly competition that we want to see pervading our whole national life, for it is on the two great Anglo-Saxon races that the spirit of competitive sport has descended from the Greeks."

(*Dr. R. Tait McKenzie of the University of Pennsylvania in an address delivered before the National Collegiate Athletic Association in 1910 on the subject, "The Chronicle of the Amateur Spirit."*)

"Do they (sports) produce men resourceful and self-reliant, courageous yet restrained, virile yet courteous, aggressive yet patient—do they make a man the captain of his soul? We know the answer of the English people, a people that think and speak on the gravest problems of life in terms of outdoor games. To the Englishman the supreme virtue is fair play. To him the ideal hero is not the warrior or the saint, but the man 'who plays the game.' To him the vocabulary of sport has become the terminology of ethics. Duty is conceived in terms of the cricket match and the boat race, and even if oblivious to the virtues of St. Francis and the symbolism of the crucifix, he is keenly sensitive to the virtues of Sir Galahad and Sir Philip Sidney. We in America have inherited the English ideal, although our alert, nervous American temperament, kept at a constant tension by a bracing atmosphere and constant changes in temperature, has carried it farther than England ever dreamed of."

(*President William H. P. Faunce of Brown University in an address delivered before the National Collegiate Athletic Association in 1917 on the subject, "Athletics for the Service of the Nation."*)

"So many of the truly fine and beautiful things in the life of young men are embodied in their athletic games, and these games contain so much of matchless value in the rounding out of sound and wholesome character, that no thoughtful person can regard the fate of college sports with anything but acute solicitude, lest they should in any measure fail of their great human opportunity to help in building a finer, stronger, happier race of intelligent and cultivated men, fit to be the leaders of their kind and the fathers of a nobler generation to come."

President James Rowland Angell of Yale University in an address before the National Collegiate Athletic Association in 1930 on the subject, "Creed on Athletic Issues."

"Those of us who deal through plastic years with the boys who are to be the future strength of our nation must never permit ourselves to forget the incalculable benefits which a clean and wholesome

system of amateur sport can confer upon those who play the game. We must not permit ourselves to forget that there is no precisely adequate substitute for the agency of sport in its influence upon character and physique. We must never permit ourselves to forget the responsibility resting upon us to see to it that the values of amateur sport are adequately visualized, and attained in practice. I would like to repeat my own code of faith:

"I would have amateur sports so conducted throughout the length and breadth of our land that youth may learn the great lesson of self-realization and self-mastery, may know that an effort is its own joy, a success its own reward, and that both constitute an inner and invisible enrichment of the spirit of man beyond price.

"I would have amateur sports so conducted for American youth that they shall be taught to compete in the spirit of striving to the utmost, but with that mobilization of effort governed by a chivalrous regard for the opponent and for the rules of the game. I would have them learn in the rivalry of the playing field that defeat in the game is as nothing compared with that inner defeat of sportsmanship that stoops to half-hearted competition, unfair play, contempt of an opponent or an official, brutality of act or bearing, and all that is an offense to chivalry of spirit.

"I would have our boys and girls learn to endure victory and to endure defeat. I would have them learn that life will require in later years and in more important issues that they win with magnanimity and lose, if defeat comes, with dignity and courage. I would have them learn to strive to the utmost in a cause without descent to personal bitterness or vindictiveness of spirit, and with respect for the rights and efforts of others.

"I would have them learn the privilege of striving shoulder to shoulder with others with a sinking of self in a corporate purpose. I would have them learn the joy of clean living at the highest pitch of zest and enthusiasm. I would have them learn the lesson of discipline and self-discipline by the long and arduous road that leads to excellence in sport as it leads to any other excellence in life. I would have them learn to admire excellence for its own sake, whether it be their own or that of an opponent. I would have them learn the love of a democratic comradeship derived from devotion with other men and women to the common cause in a fair field with no favor, where he is the better man and she is the better woman who proves it."

Dr. Charles W. Kennedy of Princeton University in an address before the National Collegiate Athletic Association in 1931 on the subject, "Code of Faith."

College Men in the Service

A FORMER Drake University athlete, Frank Miles, editor of the Iowa Legionnaire, presents some interesting facts based on a study made of selective service activities in the state of Iowa. The

report taken from the Des Moines Register shows that 83,000 Iowans have been classified to date and of these 1,353 were college students. More than one out of four, namely, 27½ per cent of the entire group of 83,000 failed to merit an A-1 classification because of physical defects, whereas only one out of ten of the collegians examined failed to pass the military specifications as judged from the physical standpoint.

The conclusion is logical that the college group are better physically than the non-college group because the former started their physical training activities in high school and carried them on through college. The non-collegiate group, on the other hand, did not participate in a systematic athletic or physical education program.

When the history of this war is written, we feel sure that much will be said about the effect of the physical education work done in the educational institutions since the last world war and we further predict that all that will be said will be favorable.

Competition

WE have at different times discussed the general subject of competition. We have been interested in this matter, partly because many of the people who do not like competitive sports really do not care for any of life's competitions. Especially are they opposed to competition in the field of economics. We in athletics of course believe in the principle of competition and consequently it is hard to find an athletic man who subscribes to the Karl Marx theories, concerning competition.

We do not say that the advocates of the non-competitive life are all Communists but simply call attention to the fact that the Marxists do advocate the destruction of the competitive system.

It may be accidental, but a gentleman who holds a very high position in the United States today, some eight years ago, made some slighting remarks about our college athletics. He later in an address in Evanston, Illinois, was quoted in the papers as saying: "One good thing came out of the depression and that is this,—we have destroyed the competitive system."

We must of course realize that some people prefer collectivism to individualism, supervision to independence and regimentation to competition. America was built, however, by the men who were not afraid of competition; who preferred independence to supervision, and individualism to Communism. The present day liberals would turn the country over to those timid souls to whom competition is repugnant. These are the people who yearn for a safe, easy and fool-proof journey through life. They want to be personally conducted on this journey through life, with all of the risks taken by someone else. They want someone to fight their battles for them, to carry their burdens, to manage their property and to direct their lives.

All this we have said before. We repeat it because the basic question before America is whether we are going to adhere to the competitive system or

abandon it and try the spurious, easy way that the collectivists would have us take.

Those who wish to explore this subject further should send ten cents to the American Economic Foundation, Hanna Building, Cleveland, Ohio, for a copy of a recent debate between Dr. Harold O. Rugg and Dr. Ruth Alexander on the subject: "Does Capitalism Offer Youth a Fair Opportunity?"

The Chicago Journal of Commerce, among other things, has the following to say about this debate:

"The moderator introduced him with the statement that 'Dr. Rugg, as evidenced by his many text books, believes that far-reaching changes should take place in the American economic system before all of our youth can enjoy social justice.' But the doctor's first words were, 'I think Mr. Clark moderator, did not do full justice to my position. My answer, in brief, is that modern industrial society . . . offers a good opportunity to a few of our youth—the strong, the vigorous, the most talented, the ambitious ones, *those naturally fitted for the strenuous work of competition.* In addition, those specially favored by chance factors of birth and social and economic connections.'

"Continuing he said: 'There is no doubt in my mind that it does offer an unequalled opportunity for those favored youth. But it is my judgment that, as now constituted, it (capitalism) does not provide even an equal opportunity for the preponderance of our youth.' He then went on to give the factors which have contributed to this condition.

"Let us pause here and apply perspective to Rugg's words. Modern industrial society does offer a good opportunity to a 'few,' yet in that category he includes the strong, the vigorous, the talented, the ambitious, the most talented and those best fitted for competition.

"Of course, Dr. Rugg is not willing to support the thesis which sticks out so plainly in his words that the preponderance of youth are weak. But sophisticated people know that the secret of getting public attention these days is to attack the strong while magnifying the condition of the lower stratas of society."

Our Country, May 28, 1941

OUR country in her intercourse with other nations! May she always be right, but right or wrong, our country! *Stephen Decatur.*

Last night the President outlined a course of action for the United States in the present emergency. Whether or not the action as outlined will be to the best interest of all of our people or whether we agree with the principles set forth, there is only one thing that we as citizens can do and that is to obey the orders of our selected leader.

Those of us who, for various reasons, can not serve with the armed forces will still have an opportunity of rendering service in other lines. Many of the articles in this issue are printed at this time to suggest again the various ways in which the physical educators and coaches of the schools and colleges may best serve their country.

The Coach and the Community

A Suggested Plan of Organization for Expansion of Health, Physical Education, and Recreation

By Carl L. Nordly, Ph.D.

Associate Professor, Department of Physical Education, University of Minnesota

DURING the past year we have been concerned about preparedness and defense. Obviously, we want to preserve our democratic way of life. Developments are occurring in three areas, first, the expansion of war materials and supplies, second, the mobilization of armed forces, and, third, civilian mobilization for the development of morale. It has been said that defense begins at home in one's backyard. That statement has broad implications. Mobilization of industry and armed forces can be supported only by unity and solidarity of the citizenry as indicated by the accompanying diagram. A firm base is required to prevent collapse of the triangle.

Home Defense

In the enthusiasm for mobilization of man power and industry it is judicious to regard that the fundamental objective of a democratic society is to encourage the fullest development of each individual in terms of creative or productive capacity, social ideals and consciousness, and cultural appreciation in keeping with a minimum amount of interference of the rights, duties and responsibilities of other individuals. In a democracy there is respect for the personality of each individual, belief in human equality, devotion to critical thinking, criticism and group decisions, and concern for the good of the community. Therefore, schools and all other community agencies must co-operate, first, in the intelligent and effective conservation and utilization of human and natural resources, in the development and maintenance of the fitness of all people, and third, in the development of the native capacity of all individuals.

Thus, we have a job to do at all times, not only in times of emergency and war. We should not talk glibly about the preservation of the democratic way of life and neglect the application of democratic principles in community living. With our cherished rights, responsibilities should be assumed not only this year and next year but also all of the time. Democratic processes should be applied in community life. The vigor with which armed forces defend

that which is dear to every American will depend upon expansion of their opportunities to share in the good things of life. We must assume the obligation to build national fitness and unity to the end that we shall have a happy and productive citizenry. That is home defense.

Suggestions for Organization of State and Local Committees

During the past few years we have witnessed an increasing desire on the part of various groups to assist in the solution of community problems. Individuals have found such experiences to be recreative. In some localities community planning committees or councils already have been formed. Where they have not, schools should take the leadership in co-ordinating public and private agencies in the establishment, maintenance, and expansion of worth-while community services. Among the many problems in need of solution is the expansion of health, physical education, and recreation to meet the needs of all age groups. This problem should be defined in terms of its scope, its effect upon individuals and groups, its social implications, and the agencies which can contribute to its solution. The felt need for the solution of a problem is the starting point in the formation of a community planning committee. Schools are equipped to recognize community needs and to make the initial steps in the formation of a local council or planning committee. The state commissioner of education may take the leadership in the formation of a state planning or advisory committee for expansion of health, physical education, and recreation.

Several suggestions follow for the formation of state and local planning committees:

First, patterns of organization should be developed by local people in the light of the local situation. There is no one plan of organization. The organization of community planning committees will depend upon such factors as community size, the number of public and private agencies, the services they render, and recognition

of community needs. Obviously, one might expect more complex organizations in larger than in smaller communities.

Second, maximum service and co-ordination are dependent upon representation of public and private agencies interested in the fields involved in the problem or responsible for them. Agencies which are making a contribution or have potentialities of doing so should be represented on the committee.

Third, professional and lay people should be represented. Lay representation is advisable because, first, it is democratic; second, laymen are taxpayers and they should know how their tax money has been spent and have a voice in recommending changes; third, they are affected by curtailment and expansion of community services; and fourth, they can view recommendations in the light of their beneficial community effects more objectively than the specialist whose thinking may be biased because of his relationship to a particular agency.

Fourth, youth should be represented. Their problems are community problems. (They have listed opportunities for recreation as one of their most urgent needs.)

Fifth, committee membership should be dependent upon an interest in the problem, ability to contribute to its solution, and willingness to work unselfishly for the improvement of community living. Individuals who have influence because they are respected for their community interest and sound judgment should be represented.

Sixth, the committee should be organized with co-operation to solve the problem as the dominant motive. A community planning committee, like a team, must co-operate for maximum efficiency. Vested interests or petty jealousies hamper the attainment of objectives. Decisions should be made in the light of their beneficial effects upon the greatest number of individuals; the common good must be placed above personal gain. Maximum community services, elimination of duplication of facilities and personnel, provision for true economy, and improvement of community life can be attained only through co-operation.

Represented on a state planning committee for the expansion of health, physical education and recreation might be the following: State Department of Education, State Medical Society, State Dental Society, State Public Health Association, State Department of Health, State Safety Council, State Nurses Association, American Red Cross, State Association for Health, Physical Education and Recreation, State High School Coaches Association, State Public Recreation Association, State Education Association, State School Board Association, State School Execu-



tives Association, State Principals Association of Junior Colleges, Teachers Colleges, Liberal Arts Colleges, Universities, private and public schools, State P.T.A., American Legion, American Legion Auxiliary, N.Y.A., W.P.A. service clubs, and probably other groups and agencies. Subcommittees on health, physical education, and recreation might be formed. As subcommittee problems are attacked the membership will note a variety of interrelationships with other committees. To provide for co-ordination of effort the attendance of the sub-committee chairmen at all sub-committee meetings and their representation on the executive committee are recommended. Local committees can be formed and organized as suggested for state committees.

Functions of Committees

What would be the functions of such state and local planning committees or councils? They would have three main jobs to perform: first, to determine existing services, personnel, and facilities in health, physical education, and recreation; second, to evaluate them; and third, to expand them. More specifically the functions would be as follows:

1. Define the problem as indicated previously. Furthermore, terms should be defined carefully.

2. Discuss, agree upon, and definitely state in so far as possible the immediate and ultimate objectives. Objectives give direction to activity; they provide bases for evaluation of results. Without them efforts are aimless; individual and group thinking are less purposeful.

3. Obtain factual information about existing conditions in the areas of the problem. Accurate and up-to-date information will provide a starting point for co-operative planning for improved programs. Needs in terms of such factors as, personnel, facilities, finance, etc., will be revealed and provide bases for recommendations designed to improve the *status quo*.

4. Inform the public about the limitations and developments in the areas. If funds are available, such facts might be made available in a mimeographed or printed report which is attractive, well organized, simple and clear so that it is meaningful and understandable to those who read it. The radio, newspapers, and talks at service clubs also serve as media for enlistment of support and the incentive to improve conditions. Representatives of agencies should discuss the problem before their constituencies. The American Legion already is on record in support of expansion of health, physical education and recreation. The co-operation of the local post should be enlisted.

5. Define the functions of agencies, enlist the co-operation and develop a better understanding between groups and agencies. Co-operation between agencies can-

not be assumed; it must be planned deliberately.

6. Stimulate further activity by already functioning agencies *whenever such action would be fundamentally sound*.

7. Eliminate loss of efficiency, waste, and duplication of effort through overlapping responsibilities by shifting them to the agency best qualified to perform the function.

8. Fill in gaps in services by assignments to the existing agency best able to assume the responsibility or, if necessary, by creation of a new agency.

9. Provide factual, interesting, and timely publicity.

10. Continuously evaluate the program. Expand it when and where necessary.

In addition to the above functions, the following are suggested for state planning committees:

1. Recommend and sponsor legislation designed to improve the program following a study of the statutes.

2. Assist local communities in the organization of committees.

3. Serve in an advisory capacity to existing local committees by maintaining a central office or information bureau.

4. Suggest to local committees appropriate publicity material and media.

5. If funds permit, distribute information to local committees.

There is ample evidence to indicate the need for improvement of the fitness of the nation through expansion of health, physical education and recreation. It is *false economy* to neglect this problem by failure to provide the funds for adequate facilities, equipment, and trained personnel required for sound programs.

The Schools Head Up the Recreation Program in Red Wing, Minnesota

By Lloyd Holm

High School Basketball Coach and City Playground Supervisor, Red Wing, Minnesota

RECREATION departments have been established throughout the United States by various organizations such as Park Boards, School Boards, Recreation Commissions and Departments of Welfare. The Park Board of Boston, Massachusetts, was the first of these institutions to develop a recreation program. In the city of Red Wing, the school board has been the agency that has been responsible for its development. The supervisor, however, has brought in other agencies that have added to the program. All the financial backing except for special occasions and events has been given by the school board.

In 1937, the Minnesota Enabling Act*

* Explained in detail Athletic Journal, February 1941 issue, pages 32-34.

was passed, which stated "That any city however organized, or any village, borough, town, county, or board thereof, may operate a public recreation program independently or they may co-operate in its conduct and in any manner in which they may mutually agree; or they may delegate the co-operation of the program to a recreation board created by one or more of them, and appropriate money for this purpose to such board." The recreation law also provides that a school district may acquire property and erect buildings without a vote of the people.

The program in Red Wing was begun in 1937, and much of the impetus to that program is due to Superintendent Kinney of our public schools.

The reason for the development of our program under school leadership was ably stated by Superintendent Kinney in an article, "The School's Responsibility In A Community Program of Recreation." He wrote in part: "The statute legalizing a school district's expenditure of funds for summer recreation programs is not only an admission of the school's pre-eminent ability and facilities for doing this work, but also an inference that the school should be held responsible for it.

"Legal barriers have been removed, the school is free to assume the responsibility which the public desires to impose upon it and which every factor indicates to be rightfully the school's business.

"In a great majority of the communities of this state the school is the only institution equipped to administer effectively and economically a summer program of recreation. The school possesses several advantages over other institutions. It has an organization known and generally respected by both parents and children. It has a personnel either trained or readily adaptable for the required work. It has equipment largely available for use. It is in position to plan a twelve-month program which should be more effective educationally than a summer program alone. It is in position to favorably introduce activities other than physical. There is no reason why programs in music, art, hobbies, gardening, nature study, safety training, etc. in addition to sports should not be promoted.

"It may be pertinently asked: Is the school responsible for everything in connection with the summer program? Probably not. The community government has a part to play. It has charge of certain playgrounds and recreational facilities which should be used. There are also independent activities such as baseball and softball which use both community and school properties. These might well be brought under the control of the recreational program. There are limitations of course.

"Our city has control of three sites where summer and winter sports can be

(Continued on page 34)

The Athletic Coach and the American



Legion Baseball Program

By H. L. Chaillaux

Director, National Americanism Commission
The American Legion

YES, sir, there is a real dramatic story in how The American Legion's junior baseball program originated back in 1926. It is a story packed with thrills, when you find out about the colossal growth of this "kid" program that started on a shoestring fifteen years ago. It is one of those yarns about an idea which really took hold and spread to every nook and corner in America. And why? Just because the American boy was hungry for baseball.

A certain mustached dictator in Europe thought he was springing something new when he started mass athletic activity. The American Legion, however, had an athletic program nation-wide in scope, using the American pastime, long before Adolf was internationally known. In our program the "kids" play because they *choose to*, not because they are *regimented* to it.

Let us go back to 1926. That year as you recall, and the records show it, there was a tremendous drop in baseball interest. Young America started to take up golf, tennis, and many other types of sports with the result that baseball suffered. There were only twenty-nine minor leagues in existence that year. High schools and colleges were devoting more time to other activities and less to the national pastime. Juvenile delinquency was reaching a high percentage of American young men with a program to tear down the physical, mental and moral development of youth.

There might have been some excuse for

this drop in baseball interest! Remember back in those days boys who wanted to play hard baseball were up against a pretty stiff proposition. There were few, if any, organized sports programs for boys except in some of the larger cities. Some of the big high schools encouraged baseball and had teams, but, even if a boy were good enough to get on the team, he had to quit playing in May or June because school closed for the summer months. If the lad was one of the many thousands in schools where baseball was not on the schedule, he was just out of luck.

There were, however, thousands of boys who wanted to play! They had the desire deep down in their hearts to hit a baseball, to run the bases, and to feel a good hard thrown baseball smack into the mitt. In those days equipment was another big problem to solve. The few sandlot games that were being played used the old ten and fifteen cent balls; a couple of good solid hits knocked the stuffing one way and the cover the other. The lad who had a real honest-to-goodness league baseball was the neighborhood hero. As for uniforms, they were entirely out of the question.

To the great bulk of American youngsters in 1926, baseball was just something to read about on the sports page of a newspaper. Along Main Street in the home town the Big League was something far removed from the chance of any boy. Even an opportunity to play baseball with the town team was very remote because, in most cases, the town team was made up

of older men.

Then along came the Legion idea for a boy baseball league covering the entire nation, a league which would give to boys an activity through which they could "let off steam," which would prevent juvenile delinquency; an organized summer program with the proper supervision and adequate equipment.

And here's what the Legion's program has done for the American boy and for baseball! In 1926 the Legion really pioneered in the Junior baseball activity, and it was pretty tough pioneering! No money was available to pay the cost of proper promotion or for the travel expense of state winners. Nevertheless fifty-two thousand boys enrolled that year and played under Legion supervision.

In getting to the tournaments, teams traveled in school busses, privately owned cars, and jalopies of every kind and description. It is reasonable to assume that possibly some of the boys even hitch-hiked to the games. At the first junior world series, held in Philadelphia, Pennsylvania, a canvass of public spirited and sports minded citizens had to be made to pay for housing and feeding the teams entering the series.

The program has gone a long way since those days. From that first year's enrollment of fifty-two thousand, it has grown so that now each year more than one-half million young fellows are out on the diamond all summer battling for championship honors. And right here, *let me pay a compliment to the many high school*

Use the Bat *of the* CHAMPIONS

The value of good equipment to the morale and confidence of your team is of paramount importance to a successful season. The difference in cost between really good equipment and mediocre equipment is insignificant, too, when measured in terms of performance and enjoyment. Give your team a chance with the best by using only Genuine Autographed Louisville Slugger Bats, fashioned by master craftsmen according to Big League standards. They are available in a wide variety of models to suit the style of every type of hitter.



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1940. Batting aver-
age .352

JOHNNY MIZE

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Home Run Cham-
pion 1940. 43 Home
Runs



There are 12 Autographed Louisville Slugger models, designed especially for Prep School and College hitters, available in the models used by the following 12 famous sluggers.

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Jimmie Foxx
Charlie Gehringer
Lou Gehrig
Hank Greenberg
Ernest Lombardi

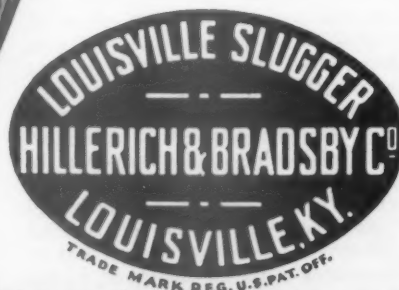
Pepper Martin
Joe "Ducky" Medwick
Melvin Ott
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Ted Williams
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BUILDS
CONFIDENCE**



Genuine Autographed
LOUISVILLE SLUGGER BATS

coaches who devote their summer vacation months to teaching the fundamentals of baseball to boys playing in the Legion program.

Prior to 1926 no organized plan was used to give young men an opportunity to develop further their baseball talents. In 1941, through The American Legion, a nation-wide, properly organized and supervised activity is reaching into every state, with every boy abiding by one set of national rules.

Fifteen years ago no organization provided equipment for the boys wanting to play baseball. Now more than thirty

thousand teams in the Legion program are properly equipped with bats, balls, uniforms, et cetera.

At the start of the Legion's program only twenty-nine minor leagues were in existence. Today there are forty-one, and many of these teams are made up in the main of graduates from the Legion's program.

In 1926 baseball interest was on the down grade in schools and colleges. Today many educational institutions have again placed baseball on the regular schedule. Lee K. Anderson, Secretary of the Oklahoma High School Athletic Association,

said: "I think this increase in high school baseball is due to the splendid sand-lot opportunities and to the emphasis that has been put on amateur baseball in the state by the American Legion program."

When the Legion started its program on a shoestring, no money was available to conduct a nation-wide program properly. In 1928, however, the American and National Leagues of Professional Baseball Clubs realized that here was a real opportunity for the youth of America, and started underwriting the expense of the activity. Now state winners en route to

(Continued on page 57)

Modernized Basketball Equipment

By H. V. Porter

Secretary, National Federation of State High School Athletic Associations

THE great popularity of basketball is the result of many factors. One of these factors is the progressive attitude that has been maintained on the part of the men who have been connected with the game and who have been active in the various organizations which have sponsored the game. *The game has not been allowed to remain static and advantage has been taken of the progress which has been made in industries and organizations which have an influence on the game of basketball and on the equipment used in the game.* There has been progress in the size of courts which have been made available through the numerous new gymnasiums that have been erected during the past several years. The more resilient floors and the better type floor finishes have had a bearing. Lighting conditions have been greatly improved from the days when six-foot-candle power was the ordinary light intensity. Basketball suits have kept pace with modern trends and much progress has been made since the days when padded hips and trunks, reaching nearly to the knees, were in vogue. Probably the most important development along these lines has been in connection with the basketball itself. The size of the ball has been reduced from thirty-two inches to twenty-nine and a half inches and a junior high school ball has been legalized at twenty-nine inches. The method of constructing a ball has undergone a complete revolution during the last four or five years and it is no longer necessary for a team to play with a ball which is misshapen and which has a reaction dependent on whether it strikes in the middle of a panel, on a seam or on a pole. All of these developments have tended to increase the popularity of the game both with players and with spectators.

The most recent progressive development is in connection with the use of the smaller fan-shaped backboard. These backboards came into existence after a long period of investigation and experimen-

tation. The investigation revealed that at least half of the larger rectangular backboards is waste space. It has been retained for fifty years despite the fact that the need for the extra space was made unnecessary by progress in the production of baskets which did not need the bracing surface twelve inches below the ring and by progress in the development of durable materials from which adequate backboards without the waste space could be constructed. The experimentation indicated the part of the board which is needed for banking purposes and the shape which is most conducive to good appearance and maximum freedom of action at the sides of the court and behind the plane of the backboard.

Last year the smaller backboard was made optionally legal. *The result was a phenomenally rapid acceptance of the new board.* Approximately five thousand pairs of them were installed. In one state alone (Illinois) at least one thousand tournament games were played on courts equipped with the new type backboard. There was a proportionate number played in Kansas. The state high school tournaments in Kansas, Illinois, Iowa, Oklahoma, Missouri, Wyoming, Utah, South Dakota and Oregon were played on courts equipped with the new boards. Without exception, they were found to be a great improvement since they increased the view of spectators, permitted more freedom in the four-foot end space, permitted the development of new skills in escaping from the congested area directly in front of the backboard, made a better target and were more economical due to the fact that the smaller area greatly reduced the tendency of the boards to twist and warp.

Following are a few typical statements from the hundreds of comments which have been made by those who have had a chance to use the new type boards:

"When the new fan-shaped backboards first came out I was not very much in favor. Since using them during the season

and observing the reaction of my players and of the fans, I am ready to heartily endorse them. The new type boards actually have the advantages which were claimed for them. To a man, my squad likes the new boards better than the old. As far as I am concerned, this settles any controversy there might have been during the early days of the new board."—Lowell Dale, Director of Athletics, Streator, Ill.

"Following the use of the fan-shaped backboards in the Illinois final tournaments, the Illinois Basketball Committee made up of coaches, administrators and athletic representatives from all parts of the state voted unanimously in favor of the new type boards."—A. W. Willis, Assistant Secretary, Illinois High School Association.

"Everyone is reluctant to change an established custom and the change from the larger rectangular backboard is no exception but after having used them, we like them. They improve out-of-bounds play under the basket, cause wider use of the four-foot end zone and improve shooting."—W. O. Larson, Basketball Coach, and O. L. Rapp, Principal, Canton, Illinois.

"Our players are unanimously in favor of the new backboards and the spectators also like them. We feel that the new backboards are here to stay and advise schools to install them whenever equipment is replaced."—Howard Fellows, Athletic Director, LaSalle, Illinois.

"The Iowa state finals were played with the fan-shaped backboards. They are satisfactory in every respect. Our schoolmen like them, our fans like them and, above all, the players enjoy playing the game with them."—Lyle T. Quinn, Manager, Iowa High School Athletic Association.

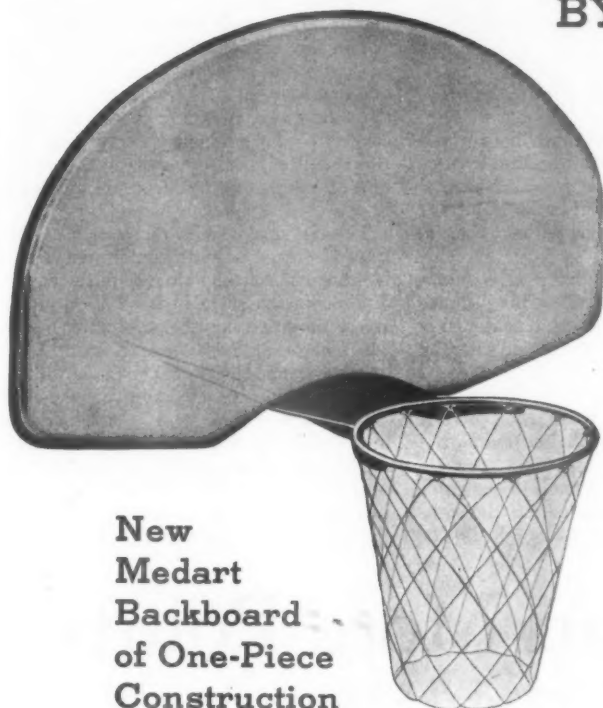
"After use of the fan-shaped backboards, the Oregon Coaches Association voted overwhelmingly in favor of their use."—Troy Walker, Secretary, Oregon High School Athletic Association.

These are representative statements

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(of one-piece steel construction)

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FREE

As a service to those charged with the responsibility of altering their existing equipment to provide for the new modified backboard, we offer a free booklet, illustrating all of the popular types of backstop installations and including helpful suggestions for making the change-over.

The need for speed is acute! Recent action by the National Basketball Rules Committee in identifying their new fan shaped board as the one and only official backboard prompted us to build a substantial stock of both the new backboards and goals. Consequently we are in a position to make prompt shipment of your immediate orders, but due to the national emergency, it is extremely doubtful if any additional steel for this product will be available at a later date. If you intend to use the new backboards next season, right now is the time to place your order. The following low prices are subject to change or withdrawal without notice:

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from places where the new boards have been widely used. A number of the college conferences also used them. The sentiment relative to the matter was secured through the annual basketball questionnaire which was circulated in all parts of the nation during February and March. *The vote relative to the legalizing of the fan-shaped backboards was more than five to one favorable.*

Under such circumstances, the National Basketball Committee was moved to settle the matter as to whether the smaller backboards are here to stay. *The 1941-2 rule will designate the fan-shaped backboard as the standard board which should be installed in all new buildings and on all present courts where it is feasible to make the change.* A note will make it clear that where it is not feasible to immediately make the transition, the larger six-by-four rectangular board is still considered legal.

Most of the larger gymnasium equipment manufacturers have produced backboards and baskets which meet the new rule requirements. Baskets designed to fit on the fan-shaped board include some advantageous features which were not present in the old baskets.

It is the hope of the National Committee that within a reasonable time all top-grade backboards and top-grade baskets will be made in such a way that any basket will fit any backboard of the new type. Manufacturers are being supplied with a

recommended standard method of attachment and in nearly all cases the necessary modifications which will bring this about are being made. If this desirable condition can be brought about, it will eliminate difficulties which arose in the past when it was necessary to attempt to fit the basket of one manufacturer to a backboard made by another manufacturer. The progress along these lines which has been made to date indicates that it will be possible in future editions of the rules to include the exact specifications relative to attachment plates.

Other 1941-42 Rule Modifications

The 1941-2 rules contain a note which will encourage ball standardization by *urging the use of basketballs which are molded in or on a spherical shell and which have the cover panels attached without the use of stitched seams.*

The new rules will *permit a substitution any time the ball is dead.* This includes the period between the time a field goal is made and the time the ball crosses the boundary line on the throw-in.

Another change deals with the *order in which free throws are made when there is a personal foul and a technical foul by the same team.* In such situations, the related free throws will be made in the order in which the fouls are called. If the technical foul is the last one to be called, play

is resumed by awarding the ball to the throwing team out of bounds at mid-court.

The three-second lane rule has been modified so that *the restriction now applies only to the area between the free-throw line and the end line.* The line is a part of the restricted area and the restriction will apply to any player while he or his team is in control of the ball.

The recommended light requirements have been modified. *A minimum of 12 foot-candle power is specified and 18 or more candle-power is recommended.*

The new edition of the rules book will contain many improvements in wording and arrangement. These are in line with the long-range program of the national committee in gradually recodifying the rules. All of them are steps in the direction of eliminating conflicts and ambiguities.

The National Federation edition of the rules for those primarily interested in interscholastic contests are now in the hands of the various state high school athletic associations and may be secured by member schools or registered officials. The larger almanac edition of the guide will be published during the summer months. This edition will be slightly smaller than in the past and there will be some changes in the type of material which is included. As far as the rules themselves are concerned, the wording will be the same as in the National Federation edition.

More Shots Mean More Points

By John M. Cooper

Instructor of Physical Education, University of Missouri

WHEN the new fan-shaped basketball backboard was officially adopted by the Big Six Conference, many questions were raised concerning the effect of the backboard on scoring opportunities. This new backboard is forty-seven per cent of the six-by-four old backboard and eliminates any portion of the board under the basket.

University of Missouri varsity basketball players were asked to determine the closest point on the end line, back of the basket from which an attempted shot would not hit the backboard and go through the basket. This distance was found to be eight feet from the point where the free-throw line intercepts the end line in the old backboard, and six feet in the fan-shaped backboard. It is possible to shoot completely over the backstop from directly behind it and make a basket, but no such shots were attempted in the games charted.

Charts were kept of the eight home games the University of Missouri played showing how many shots were made in this new area by Missouri and her oppo-

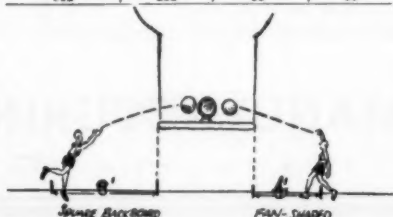
nents. In the last five games an estimate by the eye was made showing the shots that would have hit the old backboard underneath the basket but now missed. The findings were as follows:

Fifty-eight shots were taken in this area in eight games, seven and one-fourth shots per game.

Ten shots were successful in eight games, one and one-fourth per game.

Sixty-eight shots missed the basket underneath that formerly would have hit the old backstop, thirteen and six-tenths shots per game (only five games were charted).

Total number of shots attempted in eight games by Missouri and opponents	Total Number of shots successful	Total Number of shots attempted in new area	Number of shots successful in new area
912	212	58	10



The new backboard affords 5.25 square feet more playing area on each side of the two baskets. Probably more shots would have been taken in this new area, had the players formed the habit of shooting in this territory. Younger players will probably take advantage of this new shooting area. Several of the sixty-eight shots that missed the basket hit the floor before being captured and many others were caught low, making those missed shots having an equal chance of being captured by tall as well as short men.

Most of the players on the University of Missouri basketball team preferred the new fan backboard after they became accustomed to it.

It will be interesting to hear from other sections of the country as to their reaction to the new backboard. Some members of the National Collegiate Basketball Research Committee have expressed the opinion that this new backboard is here to stay, at least for a considerable length of time. They may see fit to decrease the size of the backboard, if it means more points are scored.

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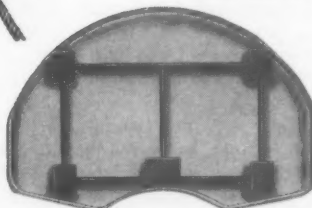
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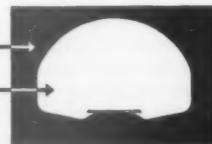
It attaches behind the bank. The supporting arms are die-formed to curve inward slightly in compliance with the official rules.

SIDE VIEW showing the smooth one-piece face formed from a single sheet of steel.

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Physical Training, Athletic and Recreation Programs in the United States Army Infantry

By Laurence E. Morehouse

Chairman, Military Physical Training Committee
University of Iowa

AT present there is no organization assisting the men who are handling physical training and athletic programs in the army. The work so far has not been very well organized because there has been the rush to get camps built and equipment provided. Until the army provides an organization similar to the Commission on Training Camp Activities which will supply material and train the personnel to conduct physical training and athletic programs, these men will have to rely upon their own resources and initiative and select their material from available sources.

This committee has prepared the following material in the hope that it will be of help to the men who are now and who will be handling physical training, athletic, and recreation programs in the army.

The Aim, Objectives, and Value of Physical Training and Athletic Programs in the Army Infantry

Physical training and athletic and recreation programs should aim to develop and maintain a high degree of physical efficiency and morale among the armed forces of the United States.

Objectives:

1. To develop interest in attaining a high degree of physical efficiency and interest in participation in healthful and wholesome leisure time activities.
2. To improve physical fitness for the rigors of army activities by increasing strength, endurance, and speed.
3. To develop motor ability through activities of skill, agility, accuracy, alertness, and quickness of response.
4. To develop the ability to make right decisions in spite of the fact that he is "under fire" through group activities which include certain amounts of personal contact, inconvenience, and discomfort.
5. To develop morale through activities which decrease mental strain and improve mental health.
6. To develop courage, initiative, smartness, determination, and the fighting spirit through combative sports.
7. To provide wholesome activities

with which to occupy the leisure hours of all the men.

Value:

The physical training and athletic and recreation program as an essential part of the formal training program contributes very largely toward the basic training of the recruit as well as possessing the more well-recognized recreative values. According to the War Department Medical Field Manual, Field Sanitation¹, "Military discipline and physical training are in a sense synonymous, in that one cannot be attained without the other. Aside from any question of specific immunity to disease, the trained soldier is more resistant to infection than the recruit. To recruits, generally, the military environment is strange and at times depressing; they are unaccustomed to the physical exertion incident to military training, and they react quickly and unfavorably to cold and exposure. The trained man does not become unduly fatigued by the performance of military work, and he is able to withstand exposure to cold without excessive loss of body heat. These factors, together with the general non-specific resistance to infection conferred by continuous close contact with others, tend to render the trained soldier less susceptible to disease than the raw recruit."

Types of Activities and Bases for Selection²

Formal:

1. *Physical Drill* for education in body control and for increasing strength and flexibility. The daily program of the soldier, comprising as it does seven or eight hours of active outdoor work, provides all the physical exercise required to keep him fit for the average daily routine of camp life. However, as today's soldier on the march must add a 70-pound pack to his regular equipment, he must possess a considerable amount of reserve strength in order to bear this load without becoming unduly fatigued. Strength-building exercises such as weight lifting and heavy gymnastic work administered in near-maximum amounts will produce the greatest increase in strength in the shortest

time. Danish calisthenics, as taught by Nils Bukh, will increase flexibility and will avert any tendency to "muscle-boundness" resulting from the heavy strength-building exercises. The physical drill will also aid in securing good posture, freedom of movements, and accurate and snappy response to commands. It may also be used for warm-up purposes before a bout of strenuous activity.

2. *Drills in Personal Contact*, such as wrestling, boxing, and hand-to-hand fighting, develop concentration of attention, mental and physical alertness, a spirit of aggressiveness and confidence, and the ability and willingness to carry on in spite of punishment.

3. *Individual Efficiency Tests*, and the drill in the various events, stimulate the soldier to make the effort to attain a certain fixed standard and to serve also to call the attention of the commanding officer to those weak and inefficient men who need special attention and work to enable them to overcome their deficiencies.

4. *Bayonet Training* is valuable in the basic training of soldiers as a means of developing confidence, determination, and a fighting spirit.

5. *Group Games* introduced into the formal program give to the soldier a type of training in which he gets orders just as truly as he does in his formal drill, except that these orders are expressed in terms of rapidly changing conditions during the progress of the game. His repeated effort, spurred on by emotional stimulus and the spirit of competition, to adapt himself quickly and successfully to these changing conditions, gives him an intensive training in alertness, discrimination and determination.

Informal:

1. *Mass Athletics and Competitive Games* have great value in the development of group loyalty, team work and leadership.

2. *Recreative and Social Activities* which provide for the soldiers all kinds

¹ War Department Medical Field Manual, FM 8-40, Field Sanitation, United States Government Printing Office, Washington, 1940, page 11.

² Rayeroff, Joseph E., Mass Physical Training, United States Infantry Association, Washington, 1924, pages IX and X.

of facilities and encouragement for the wholesome use of leisure time both inside and outside the camps.

Content

Adaptation to group

1. The formal part of the program as regards selection of activity and time assigned to each branch of work, will be modified by the progress of the group being trained.

2. The informal part of the program will be modified by the needs of the troops, the desires of the men concerned, available facilities and equipment, and climatic conditions.

Physical Training Program

The work in physical and bayonet training should be given each morning in periods of not less than one hour each. This morning period should come not less than an hour after the morning meal. The program should consist of formal setting-up drill, group games, boxing, personal-contact drill, line wrestling, quickening and skirmishing exercises, hand-to-hand fighting and bayonet drill.

Athletics Program

It is desired that the athletics program be held each training day during the afternoon periods. The afternoon program should also be not less than one hour in duration and should end not less than half an hour before retreat. It should consist of mass athletics, training for physical efficiency tests, and other competitive activities.

Recreation Program

The recreation program, seeking to occupy the leisure hours of the men, should be in effect during all times when the men are off duty. All manner of activities may be used here, both formal as well as informal, and both indoors and outdoors. They should be original, unique, attractive, adaptable. Athletic meets, short boxing bouts, stunts, acts of physical prowess, burlesque athletic events may be used to amuse men, develop good humor and interest and the cultivation of the spirit of contentment. They make camp life attractive and develop originality and spontaneity.

Swimming and Life Saving Instruction

This item is considered separately from the physical training and athletics program as the American National Red Cross is now adapting their program for use in army camps. The Secretary of War has ordered the unit commanders to contact the nearest A.R.C. field director with a view to using Red Cross field representatives in unit schools in life saving and swimming. This instruction should be closely integrated with the physical training and athletic programs. The importance of swimming and life saving as a military accomplishment is recognized by observing the loss of many thousands of soldiers through their inability to swim

and the general lack of knowledge among soldiers of life saving methods. More than this, lack of experience and confidence in water has seriously handicapped, or caused the failure of, attempted manoeuvres.³

Conduct and Management

Organization of Personnel

The organization and supervision of physical training and athletic programs in the divisional camps should follow the plan provided during the last world war by the War Plans Division of the General Staff.

A Physical Training Board under the commanding officer, is assigned to the duty of organizing and supervising physical training, athletics, recreation, swimming and life saving at the post. The board influences physical training, athletic and recreation programs through regimental, battalion, company, and platoon representatives appointed by the commanding officers of these units. These programs are integrated with those of the A.R.C., Y.M.C.A., and other non-military organizations.

Type of Personnel

1. Members of the Physical Training Board should be graduates of accredited schools of physical education and should have the experience which would qualify them for this appointment.

2. The physical training, athletics, and recreation representatives should be well trained in teaching the activity to which they are assigned. If no trained instructors are available, men who are exceptionally well skilled in certain activities may be appointed as representatives. These men should be the embodiment of physical efficiency, enthusiasm, and leadership. They must be prepared to demonstrate and to take part in the actual performance of the work as well as to give commands. They must be thoroughly familiar with, and proficient in, all phases of the work they are directing.

Teaching Procedure

Size of Unit for Instruction

According to Rayercroft³ the platoon is the best unit for regular instruction in the infantry. Every week or two, companies or entire battalions should be brought together for drills and mass training in order to develop esprit de corps and the habits of mass action.

Formation

The platoon is ordinarily formed for physical training from columns of threes or fours in accordance with the commands and methods prescribed in Chapter IV, Basic Field Manual, Volume I. The extension to the left is executed on the right squad of the column which stands fast. The even-numbered men in all

³ Rayercroft, Joseph E. Mass Physical Training United States Infantry Association, Washington, 1924, pages IX and X.

squads are designated to uncover.

Place

Physical, athletic, and recreational training should be conducted outdoors when possible.

Uniform

The uniform worn during drills and competitions should be one which gives freedom of bodily movement and is not easily injured by coming in contact with the ground.

Severity of Program

Instruction should begin with the simpler activities and proceed to those more difficult and severe. The difficulty and severity of an activity may also be increased by longer continuation, by quicker cadence and more vigorous execution, and by difficult combination of motions, requiring accurate neuromuscular co-ordination.

Method

The instructor should explain and, as necessary, demonstrate each item, and state its object. He should adapt the instruction to the physical condition, aptitude and previous training of the men.

Available Materials Concerning Physical Training, Athletic, and Recreation Programs in the Army

1. The book entitled "Mass Physical Training" by Joseph E. Rayercroft, published by the United States Infantry Association in Washington in 1924, presents very well the type of activities carried on in the army during the last war. This book is, in effect, Dr. Rayercroft's report as chairman of the Athletic Division to Secretary of War Baker.

2. The book entitled "Koehler's West Point Manual" by H. J. Koehler, published by the E. P. Dutton Company in 1919, outlines the typical college program used.

3. The book entitled "Conditioning Exercises," written by Seward C. Staley and published by the A. S. Barnes Company, presents another type of activity that was used rather widely in the army.

4. Major John L. Griffith reports in a recent letter to the committee that he has been advised that a survey was made of the work done by England after the last war and recommendations were given the government by the survey committee. This material can probably be procured from the War Plans Division of the General Staff.

5. A report of the work of the War Department Commission on Training Camp Activities was made by Chairman Fosdick in June, 1919. This report is either in the files of the Secretary of War or in the War Plans Division of the General Staff.

6. A circular was issued by the War Plans Division in September, 1918, entitled "Organization of Physical and Bayonet Training." This is training circular (Continued on page 57)



Reading from left to right • DON BUDGE • GENE SARAZEN • SAM SNEAD • PATTY BERG • ALICE MARBLE

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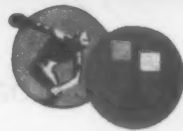
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WILSON LEADERSHIP CONFIRMED

**By Brilliant Stars Whose Equipment
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Such famous golf aces as Gene Sarazen, Sam Snead, Ralph Guldahl, Johnny Revolta, Patty Berg, Helen Hicks, Helen Dettweiler, and others have used Wilson golf clubs and balls exclusively for years. From their vast experience they have contributed importantly to Wilson leadership in club design.

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SOCCER • SOFTBALL • SQUASH • TENNIS • TRACK • VOLLEY BALL**



The Coach and the Community

(Continued from page 23)

carried on. One site has a large swimming pool and tennis court, one is a new athletic field, which includes a baseball diamond, kittenball diamond, softball, ski slides and skating rinks. The schools have three large playgrounds, which are adequate for softball and field sports. A large gymnasium and auditorium are available.

"All concerned agreed that an adequate program of activities could not be successfully carried out under a divided management. Consequently, an understanding was reached whereby the city is to maintain its own properties and the school is to have complete charge of recreational activities. We have a man and a woman in charge of the program. Each supervisor has four young assistants recruited from older high school students and recent high school graduates. All are employed for an eight-week period. The man supervisor is in complete charge over all. Besides these we have additional workers that have specialized in craft, etc.

"The program as we see it calls for the co-ordination of as many feasible school and outside recreational activities as possible, procuring or training competent personnel, selling our program to the public, arranging for needed first aid, procuring and caring for equipment on an independent budget and countless other details."

In many cities outside activities of the Y. M. C. A., Boy Scouts, Girl Scouts, American Legion, City Library, softball teams and various civic organizations will require co-ordination. A feasible plan can usually be worked out whereby first aid beyond the competency of those in charge can be obtained at a reasonably low rate.

The recreational program should not interfere with well-established institutions already in existence. In Red Wing, the city softball leagues, swimming pool, horseshoe leagues are operated very well, so that we have not made any attempt to bring them under one recreational set-up.

A few factors that I consider important to those in charge are: 1. The recreational activities should be placed on a par with other extra-curricular activities. 2. The personnel is entitled to the same financial remuneration as other teachers. 3. The personnel should be chosen as any teacher is chosen. 4. It is extremely desirable that new activities do not interfere with those already established.

Playgrounds are open every day except Sunday from 9:30 to 12:00. Two playgrounds, the one at Washington and the athletic field are open afternoons from 2:00 to 4:00 P. M. The staff reports to the Washington Field every morning at 9:00 to receive instruction as to the program of the day. On Saturdays they

report at 8:30 for problem discussion and to make plans for the coming week. Daily schedules for the coming week are handed to the staff members.

The Boys' Activities

- A. Baseball
 - 1. Four-team Junior League
 - 2. Four-team American Junior Legion League
- B. Diamondball
 - 1. Four-team Senior League
 - 2. Four-team Grade School League A
 - 3. Four-team Grade School League B
- C. Low Organized Games
 - 1. Duck on the Rock
 - 2. Pom-Pom Pull-away
 - 3. Jim Crow
 - 4. Cross Tag
 - 5. Hand Wrestling
 - 6. Indian Wrestling
 - 7. Card games
 - 8. Lawn games
 - 9. Throw ball
 - 10. Dart Gold
- D. Organized Games
 - 1. Darts
 - 2. Newcomb
 - 3. Kicking home runs
 - 4. Can-Can
 - 5. Soccer ball
 - 6. Basketball
 - 7. Diamond ball
 - 8. Baseball
- E. Tournaments
 - 1. Horseshoe
 - 2. Croquet
 - 3. Badminton
 - 4. Checkers
 - 5. Four horse
 - 6. Diamond ball activity contest
 - 7. Football activity contest
 - 8. Dart Tournament
- F. Craft
 - 1. Boat building
 - 2. Weaving lanyards
 - 3. Rope weaving
 - 4. Coping saw work on plywood
 - 5. Clay modeling
 - 6. Drawing
- G. Special Events
 - 1. Vehicle Funski
 - 2. Scrap Box Derby under the J.A.C.
 - a. (\$100 prizes awarded)
 - b. 1000 to 2000 people attended
 - 3. Pal Hike
 - 4. Puppet Theater
 - 5. Dramatics
 - 6. Story Telling
 - 7. City Tennis Tournament
- B. Quiet Games
 - 1. Bird Beast Fish
 - 2. I Spy
 - 3. Buzz
 - 4. Grass Blade
 - 5. I See
 - 6. School
- C. Low Organized Games
 - 1. Little Mouse
 - 2. London Bridge
 - 3. Midnight
 - 4. Bird Catcher
 - 5. Run for your Supper
 - 6. Spider and Fly
 - 7. Hill Dill
 - 8. One Out
 - 9. Guess Who
 - 10. Flying Dutchman
- D. Organized Games
 - 1. Teacher and Class
 - 2. Follow the Leader
 - 3. Pom-Pom Pull-away
 - 4. Black and White
 - 5. Cat and Rat
 - 6. Crossing the Brook
 - 7. Lemonade
 - 8. Stealing Sticks
 - 9. Center Base
 - 10. Snatch the Handkerchief
 - 11. Red Light
 - 12. Archbowlis
 - 13. Pinch-O
 - 14. Ostrich Tag
 - 15. Human Ten Pins
 - 16. Steps
 - 17. Hopscotch
- E. Team Games
 - 1. German Kickball
 - 2. Line Dodge Ball
 - 3. Beat Ball
 - 4. Girls' Diamond Ball
- F. Tournaments
 - 1. Checkers
 - 2. Ring Toss
 - 3. Croquet
 - 4. German Kickball
 - 5. Vehicle Funski
 - 6. Line Dodge Ball
 - 7. Jacks
- G. Singing Games
 - 1. John Brown's Baby
 - 2. Muffin Man
 - 3. Little Sally Waters
 - 4. Rig a Jig
 - 5. Mulberry Bush
 - 6. Jump Jim Crow
 - 7. Looby Lou
 - 8. Did You Ever See a Lassie
 - 9. Jennia Jones
 - 10. Farmer in the Dell
- H. Box and Card Games
 - 1. Checkers
 - 2. Ring Toss
 - 3. Bean Bag
 - 4. Old Maid
 - 5. Touring
 - 6. Anagrams
 - 7. Lotto
 - 8. Uncle Wiggly
 - 9. Authors
 - 10. Duck Pins
 - 11. Jacks
 - 12. Jack Straws
 - 13. Lindy
 - 14. Bingo
- I. Miscellaneous Games and Activities
 - 1. Sidewalk Hand Tennis
 - 2. Shuffle Board
 - 3. Paddle Tennis
 - 4. Badminton
 - 5. Circle Dodge Ball
 - 6. Relays

The Girls' Activities

- A. Craft
 - 1. Coloring, cutting and pasting
 - 2. Paper plates
 - 3. Scrapbooks
 - 4. Plywood plaques
 - 5. Clay
 - 6. Pipe cleaner animals
 - 7. Arm bands and insignias
 - 8. Oilcloth pillows, dolls, purses, etc.
 - 9. Paper circus
 - 10. Raffia dolls
 - 11. Puppet Theater
 - 12. Figures for puppet plays
 - 13. Lanyards and bracelets from cello-cord
 - 14. Rope braiding
 - 15. Potato printing
 - 16. Spatter printing

7. Disco
8. Sand Box
9. Blocks
10. Story Telling
- J. Special Events
 1. Pal Hike
 2. Penny Hike
 3. Nature Hike
 4. Doll Parade
 5. Badge Tests
 6. Circus
 7. Swimming Party
 8. Treasure Hunt
 9. Peanut Hunt
 10. Color Hunt
 11. String Hunt
 12. Grade School Softball League
 13. Soap Bubble Party
 14. Field Day

Special Events

One or two special events were planned for each of the eight weeks to make the program more interesting.

Week 1—Signing up for activities; Peanut Hunt (opening day.)

Week 2—Nature Hike.

Week 3—Vehicle Funski; Puppet Play; Doll Parade.

Week 4—Badge Tests.

Week 5—Circus; Soap Bubble Party; Color Hunt.

Week 6—Swimming Party (City Pool.)

Week 7—Puppet Play; Craft Display; Treasure Hunt.

Week 8—Field Day Tournament; Awards; Penny Hike.

The puppet theaters and figures made in craft by each playground were very successful and several delightful programs were given for the parents.

The Girls Softball League, begun while school was still in session played a schedule of twelve games during the eight weeks. Three teams were entered in the league and two games were played each week. About thirty girls took part.

The boys as well as the girls had a Grade School League in softball. This also was organized while regular school was still in session.

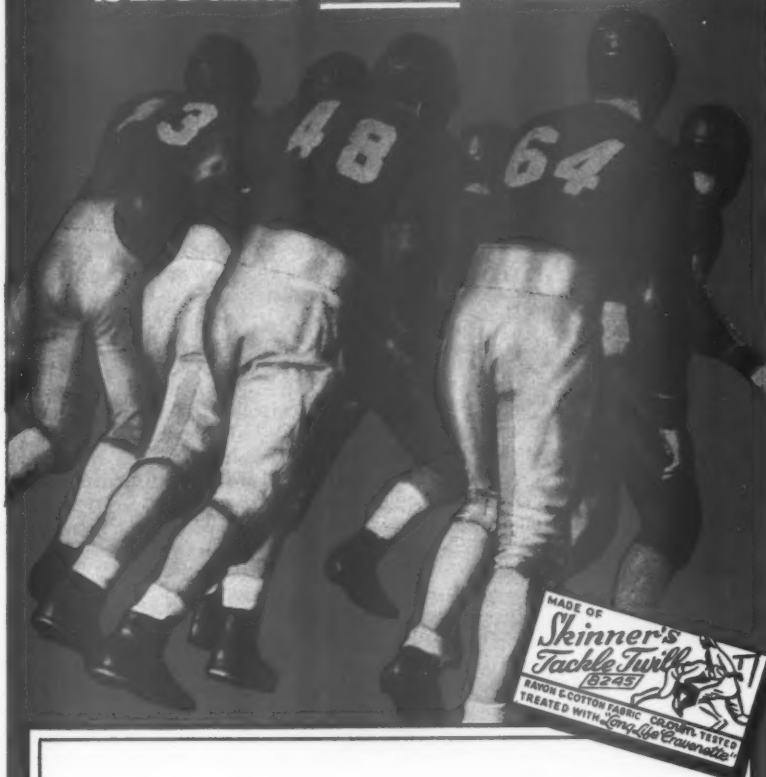
Much interest has been shown in dramatics. Washington Field presented a play, *The Pied Piper of Hamelin*, to an audience of over two hundred. Several small programs were also given.

Races with coasters, scooters, bicycles, and tricycles were features in the Vehicle Funski. About fifty children took part.

Because of the interest in baseball a boys' Junior Baseball league was formed and four teams took part in the tournament at the end of the season. We felt that this was good for creating interest in the American Legion programs and gave the boys an early start to take part in Legion baseball.

A playground circus was planned and organized for each field. A great deal of interest was shown by both parents and children. Each circus was well attended by the people of the neighborhood, parents and friends of the children who presented the entertainment.

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Extension library service by the city library was furnished at Colvill and Jefferson fields. A representative of the library distributed these books each Tuesday and Thursday.

To climax the eight weeks of summer program we had one day set aside as Field Day in which tournaments were held to determine the all-city champion in croquet, horseshoes, darts, checkers, ring toss, jacks and badminton. These city champions were given ribbons as awards. The playground winning the most number of prizes received a treat.

Community Recreation in Litchfield, Minnesota

By Clarence A. Nelson

Director of Health and Physical Education
Litchfield Public Schools
Litchfield, Minnesota

EVERY community has a recreation program of some kind or another whether they recognize it as such, or not, and every community has some facilities for recreation. Litchfield, like other communities, has had a recreation program for years. The purpose of this article will be to outline a few of the recent developments in hope that those interested in expanding community recreation programs might obtain a suggestion or two that will help their local situations. Bear in mind, of course, that the development and expansion of a recreation program will vary according to the interests, needs, and facilities of each individual community. Efforts were made in 1935-1936 to determine these in Litchfield through surveys sponsored by the University of Minnesota's Department of Athletics and Physical Education under the direction of Dr. Carl L. Nordly. Recreation developments in Litchfield, while not rapid, have been wholesome.

Litchfield, a village of approximately four thousand people, has a total school enrollment of nearly twelve hundred boys and girls. Over fifty per cent of our junior-senior high school population of eight hundred pupils live in the rural areas around Litchfield and are transported daily in ten busses to and from school. Litchfield is a typical Minnesota rural community in that the operation of dairies, creameries, and grain elevators is the important industry. The business section is confined to a limited area in the center of town. The residential district is scattered with most of the houses having considerable space around them. The great majority of homes have available space for vegetable and flower gardens as well as spacious lawns.

Facilities for public recreation include the high school building with a large combination gymnasium-auditorium, two grade schools with no gymnasiums, a community building with floor space 40 feet by

70 feet with basement, and a small hall located above the fire station.

There is a large variety of different types of outdoor play areas available. The high school playground is 225 feet by 225 feet and provides facilities for soccer, touchball, two softball diamonds, horseshoe courts, and volleyball. This area is flooded in the winter time for a skating rink and has a large warming house available. The Washington grade school playground consists of two areas at the rear of and on each side of the high school gymnasium, 150 feet by 150 feet connected by a strip 80 feet by 60 feet, equipped with a sand box, rope swings, a set of three horizontal bars, merry-go-round, four teeters, softball diamonds, a volleyball court, basketball goals and backstops, and a temporary, improvised tennis court. The Longfellow grade school playground includes an area 200 feet by 100 feet and adjoining areas that are 75 feet by 125 feet and 50 feet by 50 feet. Equipment includes a sand box, horizontal bars, climbing ropes, turning bars, giant stride, slide, teeters, two volleyball courts, basketball court, and two softball diamonds.

The athletic field is in the process of development. It is a fourteen-acre plot, bordered on two sides by several rows of beautiful trees. Young trees and shrubbery have been planted on the other two sides. At present it includes a quarter-mile running track, 220-yard straight-away, football field, two practice football fields, high jump, broad jump, and pole vault pits and runways, baseball diamond, archery range, three horseshoe courts, and two volleyball courts. Running water has been piped throughout the field. An eight-foot fence surrounds the field with the exception of an area about 150 feet by 300 feet which has been left for parking area.

The playground of a former grade school building, now used for county relief headquarters, has been converted into a large garden with boys and girls being given small plots on which to grow their own gardens.

Other areas which are maintained by the village include Central Park, an area one block square in the center of town. A band stand occupies the center of the area. The park is heavily wooded, has some landscaping and flower beds, and provides many benches. Memorial Park is located on the edge of Lake Ripley which is on the southern outskirts of the village. This park has facilities for picnics, horseshoe courts, swings, teeters, and a slide. Approximately in the center of the south side residential district is a square block of land with beautiful trees set aside as a park. There are no facilities in this park except a few benches. The same is true of another area located in the northwest corner of town.

During the winter the city maintains two skating rinks, one in each end of the town. These are in addition to the skating

rink maintained by the school on the centrally located high school playground. During the summer months a swimming beach is maintained by the village at Lake Ripley. A life guard is provided by the village. During the summer of 1939 many improvements were made; the beach was cleared of all brush and weeds for a considerable distance on each side of the swimming area, two bath houses were provided, wooden walks and piers were built, two diving docks and a floating dock were repainted, a water wheel was added and a new tower for the life guard was built.

The people in Litchfield voted in July, 1937, three months after the Minnesota recreation enabling legislation had been passed, to allow the board of education and the village council to sponsor jointly any community recreation program which they deemed desirable. During the summer of 1937 the village, for the first time, employed the director of physical education of the schools to serve as director of the summer recreation program. During the succeeding summers the school board employed the director of the summer recreation program while the village assumed the expense of maintaining a public bathing beach at Lake Ripley.

During the winter of 1937-1938 a recreation commission was formed, appointed by the mayor, to act as a co-ordinating body. The membership included representatives from the village council, school board, and the community at large. The personnel of this commission has changed frequently during the past three and one half years in an effort to make it function more actively. At present the recreation commission consists of five members appointed by the board of directors of a recently organized Chamber of Commerce, a group of about two hundred business and professional men in the community. The present recreation commission will serve as an advisory group for all recreational activities promoted by the community. They will receive funds for promoting their program from the village council, from the school board, and from their own organization.

The recreation program during the school year consists mainly of activities for school children in the form of extra-classroom activities, intramurals, and inter-scholastic athletics. Use is made of the school playgrounds, athletic field, gymnasium, playrooms, music rooms, shops, library, class rooms, et cetera, for these activities. Leadership is taken care of by the teachers as an extra-classroom activity. These extra-classroom activities are participated in by a very high percentage of both the resident and non-resident school population. Over ninety per cent of the non-resident boys actively engage in an extensive intramural program during the noon hour in such activities as touch football, horseshoe, archery, volleyball, basketball, boxing, wrestling, handball, table ten-

nis, shuffleboard, skating, hockey, tumbling, softball, golf, tennis, and track and field events. These activities are self-governed by the boys through their Intramural Association. No awards are given in any of these activities to promote interest or participation other than honor points which may apply toward an Honor "L." The Honor "L" is given only to seniors who have earned a sufficient number of points during their high school life in all activities including scholarship, attendance, music, dramatics, clubs, athletics, newspaper, annual, et cetera. A special junior high school award is made on the same basis at the end of the ninth grade. One letter is awarded each boy who has met the requirements for a letter in one or more of the sports on our interscholastic program which includes football, basketball, wrestling, baseball, and track.

The high school building was opened for the first time in 1938 to community groups for recreational activities. The gymnasium was made available two evenings per week, one for men and one for women. The program consisted mainly of basketball and volleyball and was under leadership provided by the Works Project Administration under the regulations and supervision of the school administration.

During the winter of 1939 a little theater group was organized among the young people in the community, with one of the local teachers acting as a volunteer leader. This group used the high school gymnasium-auditorium for the staging of several plays and a class room for their regular meetings. The receipts from their plays were put into a fund to purchase additional stage equipment.

The uses made of the high school building by various community groups for adult educational and recreational activities have been continually increasing. The facilities of the home economics department, industrial arts department, music department, agriculture department, and the physical education department have been used more and more extensively.

The community building is used several nights per week for recreational activities such as volleyball, newcomb, shuffleboard, table tennis, and handball. The program is planned for adults, both men and women, under W. P. A. leadership. Both the men's and the girls' drum corps also use this building for practice.

The hall above the fire station has been used for checkers, chess, dominoes, card games and other quiet games several evenings per week. An arts and crafts program for women, and handicraft activities for boys and girls have also been conducted in the fire hall.

The summer program is organized on the basis of daily, weekly, and summer schedules. The daily program includes activities for various age groups, namely, children under eight years, children eight to eleven, high school boys and girls



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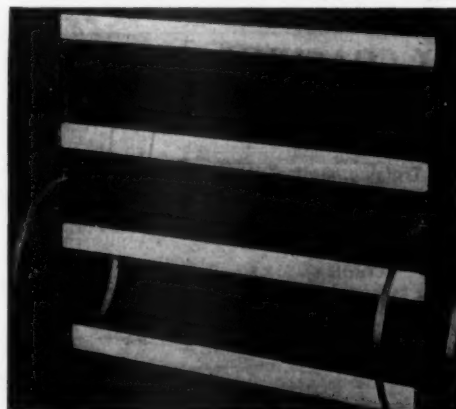
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twelve years of age and over, youth between the ages of sixteen and twenty-four, and adults. Activities scheduled daily are softball, circle games, swimming, table tennis, croquet, deck tennis, horseshoe, volleyball, play on the apparatus and in the sandboxes, athletic and swimming badge tests, story telling, girls' handicraft, archery, and other games.

Activities scheduled two or three times a week are: league games in softball and baseball, shuffleboard, hand tennis, golf, tennis instruction, swimming and life saving instruction, bicycle club meetings and hikes, boys' handicraft, singing games, tournaments, girls' drum corps, American Legion drum corps, and work on garden projects.

The summer program has some special feature events, such as a treasure hunt, kite contest, educational tours of industries and places of interest, learn-to-swim week, all-day hikes, water carnival and swimming meet, on-wheels contest, pet show, and play day.

The high light of the winter program for the past four years has been a winter carnival sponsored by the schools and the American Legion. It has been a two-day affair the past two years with skiing, skating races, dog sled races, figure skating, snow modeling, sled races, hockey games, and other ice and snow activities comprising the program.

Each spring for the past eight years the Litchfield schools have sponsored a Meeker County Play Day for all the rural schools. Until this year the Litchfield schools have had their play day on the same date. The past year, however, they held theirs in the fall so as to allow the rural schools full use of all our facilities this spring.

On May ninth over eight hundred boys and girls from sixty rural schools participated in a music festival and play day using the Litchfield High School's gymnasium-auditorium and the athletic field. The rural pupils were divided into five different groups as follows: first, second and third grade boys and girls; fourth, fifth and sixth grade boys; fourth, fifth and sixth grade girls; seventh and eighth grade boys, and seventh and eighth grade girls. Each group participated in a variety of activities of three different types; races and stunts, informal games, and softball games. Small groups were organized within the large groups with leaders in charge of each. Excellent leadership assistance was supplied by the recreation and physical education students of the University of Minnesota under the supervision of their instructors Dr. Carl L. Nordly, Dr. Edwin Haislet, and Mr. Dave Bartelma. All activities were conducted on an informal basis, "a game for everyone, and everyone in a game," and the predominating spirit was "fun for all and all for fun." The fact that no awards were made did not seem to decrease in any way the enthusiasm

(Continued on page 44)

THE ATHLETIC JOURNAL

TRAINERS JOURNAL

THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

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Texas, Leo Dimmitt, Texas A. & M.
Iowa, Burl Taylor, Iowa State
Mo., I. Hill, Wash. U., Bob Bauman, St. Louis U.
Arkansas, Herb Johnson
Louisiana, Eddie Wojecki, La. Tech.
Wisconsin, Walter Bakke, U. of W., Rosmarynoski, Marquette U.
Illinois, Matt Bullock, Ill.
Michigan, Raymond V. Roberts, John Heppinstall, Mich. St. Col.
Indiana, Jim Morris, Butler, Frank Mann, Purdue

The National Athletic Trainers' Association THE CONSTITUTION

ARTICLE I

THE name of this Association shall be the National Athletic Trainers' Association.

ARTICLE II

The purpose of this organization is to unite those persons engaged or interested in athletic training; to formulate standards and principles for those engaged in the profession; to promote education and development of efficiency and skill; to assemble and distribute unbiased information concerning training practice; and to encourage research for further advancement of training practice.

ARTICLE III

MEMBERS: Qualifications and admission—Senior, Juniors and Associates.

Section 1. Senior members shall consist of men who have been approved by the Membership Committee.

Until such time as this Constitution shall have been in effect for two years, men who have been actively engaged in athletic training or closely allied work; or those, who are qualified to take charge of and in co-operation with the medical department, direct the work in athletic training in a college or university, or, those, who have had four years of practical experience in a recognized athletic training department of a college or university, or some other institution of recognized standard, may be approved for Senior membership upon application to the Membership Committee.

Section 2. Persons who do not qualify as Senior members but who are actively engaged in athletic training either as an assistant in a college or university, or in charge of the training program in a high school, or in closely allied work, or who are taking an approved training course shall be eligible for Junior membership upon recommendation of the Membership Committee, and shall be entitled to all of the privileges except voting and holding office. Any Junior member may become a Senior member upon completing the requirements both practical and educational and passing an admission test given by the Membership Committee.

Section 3. In applying for membership, applicant must submit along with the application blank a letter of endorsement from that physician who acts as medical supervisor. This rule applies to Senior and Junior members only.

Section 4. Persons who have not been actively engaged in athletic training for a period of eighteen months previous to their application, or Junior or Senior members who have not been actively engaged for a like period of time, but who are interested in the advancement and recognition of athletic training, may become associate members of this organization but cannot vote.

High school coaches are encouraged to become members.

The Purpose of the Trainers Journal

FOR the first time in the history of athletics, the trainers of America will publish a Journal dealing with the prevention of injuries and the treatments for them. This Journal will have an educational platform that should appeal to every coach and athletic director in the country. Information gathered from the finest trainers and medical men, will be conveyed to you through the pages of this publication.

The college and university injury lists have decreased markedly during the past decade. This is due mainly to increased training skill in the prevention and care of injuries. This does not hold quite so true in the high school field and the *National Athletic Trainers Association* has decided that one of the real jobs it can do is to establish a closer relationship between the National Trainers and the administrations in the high schools.

The so-called big-time trainer has not overlooked the fact that most of the smaller colleges and universities have not had all the equipment at hand with which to do the job. These small school trainers are also anxious to have some source of information that they may use to bring about better working conditions. By publishing their own Journal, which will be issued in connection and combined with the *ATHLETIC JOURNAL*, the trainers feel that they will be able to put their valuable articles before a large group of trainers and coaches in both the high school and college. It is with the idea of making possible for the trainers and medical men who look after the young athletes a medium for the exchange of methods and ideas on how best to physically condition and keep conditioned the athletes under their care.

The *Trainers Journal* intends to keep all trainers and men charged with the care of athletes informed in the methods its members have discovered during the past twenty-five years. The trainers intend to hold clinics annually and will carry the results of their findings into every school in the United States.

We, the trainers, realize that young men of America have not and cannot meet all the requirements of a tough life such as the army requires, for instance, but we will in the near future issue plans that will make every American boy a power plant in any field of competition, be it on the battlefield or on the football field. The N. A. T. A., through their own *Trainers Journal*, pledges itself to make American youth strong of mind, body and character. It is a great organization, filled with the finest trainers in the world, willing for the first time to disclose the so-called secrets of the training profession to every athlete and coach.

With articles written by these trainers and their associates of the medical profession, and with all-important pictures, training aids will be passed on to you, coaches and trainers. It has been a big job to climb the high hill that stared the trainers in the face just four short years ago, but with the help

of such a fine publication as the *ATHLETIC JOURNAL*, the *Trainers Journal* will take its rightful place in the athletic world. It will stand out as the one source of information for the coaches who are not fortunate in having regular trainers as a part of their staff. It is designed to help the youth of America and the trainers who are just starting in the profession.

High School Student Trainers and Athletic Injuries

SINCE the organization of the Iowa High School Insurance Company a few years ago the Iowa High School Athletic Association has come to a fuller realization than ever before of the need for some type of a program which would better acquaint the coaches of our high schools with their great responsibility in the care and prevention of athletic injuries.

Time and space does not permit for a summary of the hundreds of athletic injuries which have been reported to our insurance company in the last couple of years. Suffice to say, the company has paid out for injuries received in the athletic contests approximately \$32,000.00 in the last two years.

In order to help meet this problem we are undertaking to establish a program of student trainers for our high schools with the firm conviction that if this program can be put into operation, as we are convinced that it can, the number and the severity of injuries can be greatly reduced.

We plan to devote a great portion of our time during our summer coaching school which will be held August 18, 19, 20 and 21, 1941, to this very important problem. We hope to be able at that time to have the program well enough organized so that the coaches in attendance at that school will be trained for their part in training their own student trainers.

Lyle T. Quinn, Manager I. H. S. A. A.

A DREAM of many years standing is emerging from the depths of obliquity to reality, in the establishment of student trainers in the high schools of America. This, we hope, will be accomplished by devoting space in our *Trainers Journal* to the fundamentals of training athletes, by using a proven system brought about by actual practice and study over a period of twenty years. It will be in the form of a "Lesson of the Month" on such subjects as the study of exercises best suited to each sport; sprains and what to do with them; muscle bruises and how to treat them and diets for the various sports. In fact we will discuss with you high school students every thing we have learned in the training profession. It is hoped that by taking the load off the coach and working in connection with the medical supervisor of your high school, you will be able to cut the amount of injuries down to a small ratio per sporting event. It is an all-out attempt to decrease the number of injuries occurring in the high school age bracket.

It is of coincidence that our program comes at a time when the nation is in need of physically strong individuals. Therefore, we believe our program to have added significance during the current international crisis. Draft boards the country over have been shocked at the great number of individuals who are not physically fit due to lack of time, knowledge and money on the part of those of us who are interested in sports and in the youth of the nation. This is evidence enough that a program such as we propose should be of interest and practical value to coaches and students throughout this great sports-minded nation.

In the past it has not been possible for high schools to have trainers because of lack of money to obtain men specializing in this field. While a coach may have a fine education in the treatment of injuries and the fundamentals of training his time is usually concentrated towards other objectives, a study in the use of injury-preventive playing equipment just cannot be done.

The part the student will play in this program is this: A freshman, sophomore, junior and senior will be named by the school's coach to act as trainers. The senior will be known as the head trainer, working directly under the guidance of the medical supervisor of that high school. These four students will study the lessons made out for them and printed in the *Trainers Journal* and will take examinations from some one in the schools. The first course will cover a ten-month period and will be complete enough to master the first fundamentals of training. After four years have passed, the student known as the head trainer will have had four years of experience having started his training course during his freshman year.

The National Athletic Trainers Association is anxious to pass on to the high school students that decide to study the lessons given them each month all the information its members have gathered over many years. The Association has listed among its members the outstanding trainers in the nation. We sincerely hope this course will meet with such favor that eventually the boys who do the work will be given credit just as they have received from any other study they have taken in the high school.

Evidence of the interest in this course was a recent invitation for your editor to explain the program to the summer meeting of the Iowa High School Athletic Association in Boone, Iowa, August 18, 19, 20 and 21. Until such time that this course can develop to the point of being added to academic curricula of institutions throughout the nation, we will do all in our power to help the student trainers, the coach and the school keep the injuries that the squad members receive down to a minimum. It would be well for any student that would care to take this course to talk it over with his coach or principal. They will know about the course and will be happy to explain it. The National Athletic Trainers are always happy to help any member of the athletic family.

BILL FREY, *Executive Secretary,*
National Trainers Association.

The Athletic Journal Co-operates With the National Athletic Trainers Association

THE ATHLETIC JOURNAL welcomes every opportunity to aid the coach and, therefore, is pleased to co-operate with the National Athletic Trainers Association in setting aside a section of the ATHLETIC JOURNAL each month to be known as the *Trainers Journal*, devoted to articles on the prevention and care of injuries, health, training and conditioning of athletes.

For some time the men, upon whom has been placed the responsibility of conditioning the athletes in our schools and colleges have been writing very worth-while articles. These men have been willing to pass on to their colleagues and to the coaches of the high schools the information that they have gained through their years of work. With the wide circulation of the ATHLETIC JOURNAL these articles are now assured a nation-wide distribution.

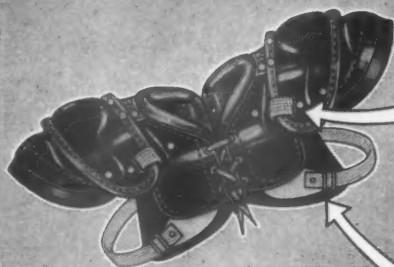
Much has been done in the last few years in reducing injuries among athletes. Many institutions have included in their staffs men who are especially trained in conditioning athletes and in caring for injuries. The American Football Coaches Association through research and recommendations by Dr. Floyd Eastwood have been largely responsible for a reduction of football injuries. The manufacturers of athletic equipment have co-operated with organizations such as the American Football Coaches Association and the National Federation of State High School Athletic Associations in perfecting equipment from the standpoint of safety.

Athletics now as never before are considered a vital asset in building a strong and virile citizenry. The scope of the National Athletic Trainers Association will extend beyond the conditioning of athletes for particular games and the caring of injuries. Some of their members have done research work in diet and others have co-operated with the medical men of their institutions in the general subject of health and hygiene.

The National Athletic Trainers Association are to be congratulated on the plan of student trainers in the high school as outlined on the preceding page by Lyle T. Quinn, Manager of the Iowa High School Athletic Association and by Bill Frey, Executive Secretary of the National Athletic Trainers Association. This is a most worth-while project and has great possibilities of success. When it becomes nation-wide, eighty thousand boys will have a practical four-year course in health, hygiene and the prevention and care of injuries during their high school years.

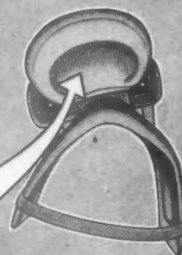
Mr. Bill Frey, Executive-Secretary of the National Athletic Trainers Association, is editor of the *Trainers Journal*. All communications regarding the student-trainer program, all manuscripts and all applications for membership in the National Athletic Trainers Association should be sent to the home office of that organization in Iowa City, Iowa.

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- Patent applied for Snubber Feature, holds the flaps squarely in position. An important Rawlings Improvement. Standard on certain numbers. Can also be applied as an extra on pads not already equipped with same.
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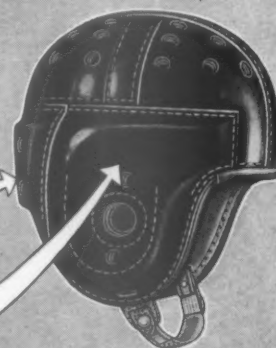


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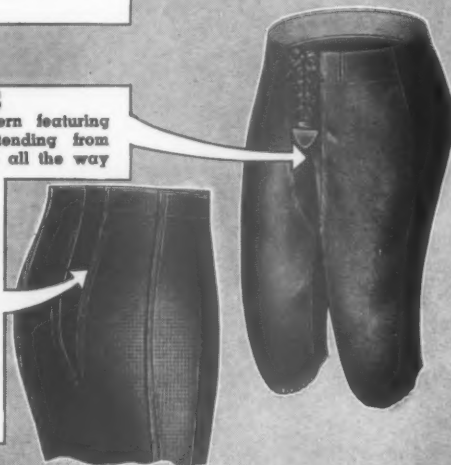
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The Coach and the Community

(Continued from page 33)

with which the youngsters participated in the activities of the day.

The financing of the Litchfield recreational program is done through joint co-operation of the school board and village council, plus the support of other interested groups in special activities, as the American Legion's junior legion baseball and assistance with the winter carnival, the Chamber of Commerce, Red Cross, Kiwanis, Veteran of Foreign Wars, American Legion Auxiliary, Parent Teacher Associations, and others.

One of the projects being undertaken by the new recreation commission is the floodlighting of the high school playground so as to make it available for night softball. This improvement will make it possible for a large number of the young men and women that are employed during the day to participate in an active form of recreation.

By a co-operative plan of community recreation I believe that Litchfield, and other communities as well, will be able to develop and foster the highest type of community spirit.

Play for All at Bay City, Michigan

By Walter Olsen

Director of Athletics Central High School
and City Recreation Director

TODAY more than ever before, recreation is considered as one of the vital elements of the American public. It is the safety valve that helps youth and adult in the selection of a proper leisure-time program.

No statement of fact could be more accurate than the one that Bay City through the co-operation of the various agencies such as the City Commission, Board of Education and interested citizens is conscientiously endeavoring to deal with municipally sponsored recreation in an intelligent manner with due thought to the future.

With industrial conditions as they are today, much leisure time is at hand. At one time it was considered that the recreation program was only for the children of the community. This conception has changed, because as the child of yesterday has grown up, he has retained and demanded the same program that as a child, he considered so vital in his play life. Thus we find that the American public has learned to play. This play program varies according to the demands of the community. Therefore, in order to cope with these constantly changing demands, the recreation program has to be definitely flexible. The Bay City Recreation Department has recognized this responsibility

to the community, and has, to its best ability, tried to serve the public in a manner that is conducive, not only to developing the play movement and to promoting community spirit, but also to developing better citizenship.

Discipline Is Necessary

Playgrounds run on a hit-and-miss basis will neither demand the respect to which they are entitled nor will they serve the participants in a manner that will benefit them. Our staff members are given the following directions.

Activity reports, attendance reports, efficiency test reports are due at Saturday morning meeting for a period ending the Friday night before. Every director will keep a record of the damage done to buildings, etc., to be turned in at the same time as the activity report.

These must be accomplished by programs for the coming week. Make a daily program in duplicate. Post one copy conspicuously on your playground. Hand the other copy in with your reports on Saturday. In your program include names of games of all types, songs, and other details which give light on your work.

Tardiness at meetings and at work on playgrounds or failure to hand in the required reports as requested, will be subject to the usual quarter-day docks.

Attendance reports. Make out a report each day before leaving your grounds. Fill in the required data asked for because it is necessary for reports.

Absence from duty, when necessary, must be arranged for in advance with the director of recreation.

Careful preparation is the secret of success. Adhere to your program.

Divide your children into groups according to age and size: children under ten years, children between ten and fifteen, all over fifteen. Set a time for each group and pay special attention to that group.

Do not ignore the babies. Pay attention to the Little Mothers.

Prohibit swearing, loafing, and use of tobacco on the playgrounds. Remember the neighbors have eyes. Guard against the marking of the buildings and the destroying of property.

Conserve all supplies carefully. Sew all ripped balls at your playground. Blowing up the balls and mending them are part of your work.

Aim to have the boys and girls get more fun out of the games. Strive for the deeper lessons—lessons of truthfulness, courage, unselfishness, co-operation, fairness and quick decisions.

Emphasize that the sport of the game is in playing, winning is secondary.

Players should learn to take the referee's decisions without dispute.

In most games, *penalty* is better than elimination.

In games in which sides are counted out or numbers given, do not take an active part.

Your mission on the playgrounds is not to play with the children, but to teach them *how* to play and *what* to play.

The playground belongs to you. Each supervisor should run and control the grounds according to conditions that exist in his or her locality.

Successful games are those that are carried from the playground into the homes, back yards and streets of the neighborhood.

Balls and bats should not be given out unless used for an organized game. When the game is over call in the balls, etc. Use a check-out system.

Be a leader, not merely a custodian. Regard yourself as *host* or *hostess* of your playground. Make everyone feel at home. Be courteous to adults who pass through the grounds or stop to watch the games.

Teach the children your name. "Teacher" sounds very distant. Make an effort to learn the children's names as well as their dispositions. Get the confidence of the children. Your free play periods are partially intended for visiting with the boys and girls.

When apparatus is slippery, keep the children off. Do not allow children on the apparatus when the ground below is extremely muddy. Report the presence of holes under apparatus to the janitor.

Girls without bloomers are not allowed on any piece of apparatus, save the swings.

Do not allow the children to perch on the apparatus. It should be in actual use or free for use.

In athletics, emphasize first of all form, then speed and distance. Periodically take tests in the different athletic tests. Keep a record for each child. Posting these reports is always an incentive.

Keep your playground free from rubbish, large stones, etc. Devote a few minutes each day to an "Everybody-pick-up" period.

Keep close watch on toilets, and all property. Inspect periodically each day the toilets for markings on the walls.

Announce the names of the winning teams and individual champions on the bulletin board.

When your playground is visited by the director or by anyone else, do not discontinue your work.

Get acquainted with your neighborhood. Take different streets when going and coming from work. Invite the children whom you meet to come to the playground. Speak to the parents.

Children are the best kind of advertisers. Encourage them to tell the others about the playgrounds. Watch for new

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Northwestern
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BURT INGWERSEN

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Lectures will be given during the entire two weeks of the school by members of the College All-Star Coaching Staff.

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Northwestern offers you an opportunity to spend two full weeks with a staff of the outstanding coaches in the country. The records of Waldorf, Lonborg and Foster stamp them among the most successful coaches in their respective sports.

WATCH COLLEGE ALL-STARS

During the two weeks of the school the College All-Star football team which will play the Chicago Bears at Soldier Field will train at Dyche stadium. Here is an unequalled opportunity to watch a staff of the nation's greatest coaches prepare a team for a game.

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You combine study with pleasure at Northwestern. Located on the shores of Lake Michigan, Evanston is an ideal summer resort . . . excellent bathing beaches . . . Big League baseball . . . numerous golf courses . . . living quarters on the lake front . . . special accommodations for coaches with families . . . A vacation you will never forget.

K. L. WILSON, Athletic Director
Northwestern University, Evanston, Ill.

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Relief! Splash your sore and aching muscles with Absorbine Jr. It speeds the blood flow through these muscles to carry away fatigue acids. This helps reduce swelling—ease pain and stiffness. Then your muscles can relax again. Keep Absorbine Jr. handy. At all drug-gists, \$1.25 a bottle.



FREE—Order your copy of these drawings today. This muscle chart (shown above—size 22" x 16") will be sent free upon request, together with a free sample of Absorbine Jr. Write W. F. Young, Inc., 245C Lyman Street, Springfield, Mass.

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faces and give them a word of welcome. Do this during the entire season.

Remember the great power of suggestion. It works wonders on the playgrounds. Your interest, energy and attitude are sure to be reflected in the children.

The attendance is a safe thermometer of a playground's popularity. If your playground is not attracting the boys and girls, analyze the situation. Do not look wholly to outer conditions for the reason.

Do not expect a playground to run itself. Your leadership and initiative will make your ground a success.

All supervisors must make a study of first aid and should apply first aid treatment to all minor accidents. Serious accidents should be referred to the family physician and reported.

In the event of rain during hours of duty do not close the grounds unless it is obvious that the grounds are unfit for future activity.

Special Activity Program

Softball has definitely become the major community activity to the point that this department was unable last year to supply the demand for ball fields to take care of the various leagues and teams. Twelve leagues with eighty-three teams were supervised by the department with a total attendance record of 68,400. Throughout the city, in leagues playing on city play fields there was a total of approximately 2,300 individuals indulging in softball as a pastime and enjoying it.

Basketball a major winter project proved popular with two leagues of six teams each composed entirely of men. All games were played at the Central High gymnasium with a season attendance of 2,638.

Tennis participation this past year assumed a prominent position, so much so that playing courts were at a premium. Tourneys for the season showed a new mark of 1840.

Horseshoe pitching contests were in high favor with a city championship bringing into play for the season a total of 794, which, in the main, represents adults.

Soap Box Derby Day in Bay City is a gala event that again was the feature for the boys involving a registration of approximately two hundred with one hundred and three speedsters competing before an estimated crowd of 7,800.

Accurate attendance figures are impossible, but a conservative estimate showed approximately 142,325 attending Paraleon Beach, supervised for the bathing season.

Band Concerts, involving a group of 120 well-trained musicians, provided weekly concerts that were well attended, rendering to the music lovers of Bay City programs that drew a total of 7,036 patrons.

Plays and pageants held in various sections of the city were well received, and a pleasant form of entertainment was provided to a total attendance of 2,650.

Swimming and outings by bus to State Park from play areas, supervised by leaders and life guards during the playground season handled a total of 695 youngsters.

Touch football leagues carried on in the fall season proved more than popular with 400 boys playing for a period of six weeks.

Field Day, the final event of the playground season drew a record crowd of 1,890 boys and girls in an all-day athletic program, involving all sports with all age groups participating at Carroll Park.

Picnics by churches and various organizations were supervised and equipment furnished during the season with estimated attendance of 18,460. This service rendered to all sundry groups involves a planned program for all ages.

Playground Activity Chart

The following list of events formed a major part of the program carried on and developed on all of the 15 playgrounds, being a part of an organized and planned daily program supervised by trained and skilled directors.

	Partic- ipants
Volley Ball—5 leagues, 64 teams.....	512
Soft Ball—12 leagues, 83 teams.....	1196
Basketball—2 leagues, 12 teams.....	125
Handicraft Projects.....	816
Doll Show Exhibits.....	794
Tennis.....	285
Horse Shoe Tourneys.....	285
Athletic and Efficiency Tests.....	940
Croquet Tourneys.....	612
Paddle Tennis Tourneys.....	454
Dramatics—Story Telling Hours—Plays.....	945
Hiking Clubs.....	210
Nature Study Group.....	428
Picnics—Outings.....	2274
Bicycle Races and Parades.....	412
Novelty Events.....	1248
Target Shooting.....	482
Pet Shows.....	478
Doll Buggy Parades.....	426
Soap Box Derby.....	210
Roller Skating Clubs.....	216
Music and Art Projects.....	521
Safety First Clubs.....	180
Folk, Rhythmic Dancing Groups.....	495

The Detailed Attendance Chart Report for the Year Listed as Follows:

Playgrounds

Birney Park....	7,984	Dolsen.....	3,180
Carroll Park....	20,695	Fitzgerald St....	5,977
Garfield.....	9,465	Kolb.....	8,925
Lincoln.....	9,231	McKinley.....	7,481
Riegel.....	5,754	St. Hyacinth.....	5,531
Trombley.....	5,582	27th Street.....	5,084
Wenona.....	6,063	Whittier.....	5,086
Woodside.....	6,571		
		Total.....	110,609

Special Community Activities

Band Concerts.....	7,036
Soft Ball Leagues.....	68,400
Paraleon Beach.....	142,325
Basketball Leagues.....	2,638
Horse Shoe Tourneys.....	794
Field Day (Finals).....	1,890
Pageants—Plays.....	2,680
Swim—Outing (Excursions).....	695
Soap Box Derby.....	7,800
Touch Football Leagues.....	400

Tennis Tourneys	1,840
Picnics (special)	18,460
Total	254,328
Grand Total for all Activities.	364,937

Bay City Playgrounds Efficiency Tests

BOYS			
	Ages 14-16	Ages 12-14	Ages 10-12
1. High Jump.....	4' 4"	3' 8"	3' 2"
2. Dash.....	12 2/5 sec.	14 sec.	9 sec.
	(100 yd.)	(100 yd.)	(60 yd.)
3. Broad Jump.....	14'	11' 6"	10'
4. Chinning.....	9 times	6 times	4 times
5. Basketball Throw.....	40'	34'	27'
	(Two hands)		
6. Standing Broad Jump.....	6' 0"	5' 9"	4' 6"
7. Hop, Step and Jump.....	21'	18' 6"	16'
8. 8-pound Shot.....	25'	20'	16'
9. Indoor Baseball Throw.....	125'	100'	75'
10. Soccer Kick.....	70'	50'	35'
11. Push-Up.....	8 times	6 times	4 times

GIRLS			
	Ages 14-16	Ages 12-14	Ages 10-12
1. All Up Indian Club.....	20 sec.	22 sec.	28 sec.
2. Potato Race.....	25 sec.	30 sec.	45 sec.
3. Running and Catching.....	20 sec.	25 sec.	25 sec.
4. Basketball Throw.....	42'	35'	30'
5. Volley Ball Serve.....	3' (5 trials)		
6. Hop, Step and Step Jump.....	16'	14'	9 sec.
7. 50-yard Dash.....	8 sec.		5'
8. Standing Broad Jump.....	5' 6"	5'	30'
9. Baseball Throw.....	70'	60'	
10. High Jump.....	3' 2"	2' 8"	

The success of the playground season at Bay City depends upon the rapidity with which we get all leagues and activities started at the opening of the playgrounds. The youngsters arrive the first day ready for action and if they do not get it, they do not return.

Programs similar to the one at Bay City are conducted in many smaller communities near here, ranging in size from five hundred inhabitants to ten thousand.

A Modern High School Plant

(Continued from page 12)

swimming. This room also is acoustically treated. The general shower room for boys is so located that all swimmers must pass through the showers to enter the pool.

A program of organized, competitive athletics for all boys in Niles Township High School physical education classes is made possible by the adequate facilities of our plant and fields. During the past year, forty teams played a schedule of six games each in touch football; thirty-six teams played a twelve-game schedule in basketball; thirty-six teams played six games each in volley ball and softball. All sports were played off to a school championship. Individual competition was conducted in table tennis, swimming, and track.

The Niles Township High School is a member school of the Northeast Conference of Northern Illinois. Its desire to play hard, clean athletics, together with the very fine sportsmanlike attitude of its coaching staff, its players, the student body, and the community in general, have placed our school high in the esteem of its neighbors.



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The Coaches' Confab



Why Not Rate Track Higher?

By Glenn Hartranft

Director of Athletics, San Jose, California, State College

ANY analysis of the relative merits of the various sports would be flavored by the background of the individual who made that analysis. It would be impossible for anyone to look at the whole group of sports without having some biased opinions. Quite obviously the writer, Mr. Abramowski, has been a well-rounded athlete but shows a definite training and interest in certain branches of sports.

Having been a participant in track and a track coach for the last fifteen years exception could be taken to the various ratings assigned to track. As much as the physical education man is reluctant to give any credit to the military training, it seems rather unfair to say that military discipline and training do not develop physical vigor, stamina, and endurance.

Track itself being one of the few individual sports analyzed, would naturally be discredited in the eyes of a team sport enthusiast. However, I believe this should be used as an argument in favor of the item initiative, which has received only two units of credit. Most of our athletics are reflections of the coach, and the coach who does not teach the esprit de corps, co-operation, and self-sacrifice will find it lacking in a team sport as well as in track; therefore these things can be developed in track as well as in any of the team sports mentioned.

Most of the arguments for and against various items will be measured in terms of some individual recollections. The boy who finished a grueling mile race against tremendous odds showed as much courage, to me, as the football player who finished the game after an injury. Quite definitely, the boy who can high jump 6 feet, 10 inches shows more agility than the heavyweight boxer who slugged it out to the end. The individual who kept his op-

ponent running on the outside of the track, regulated his pace to force him out, showed strategy and alertness quite comparable to the individual who played guard on the football team and did what he was told by the coach the week previously. All of these items might be compared in terms of individual experiences.

Generally speaking, it is my opinion that track has been lowered in units assigned; but of course, being a track coach, I have a biased opinion.

The Value of Games

By Joe Gargan, Director of Athletics
Kingswood School, West Hartford, Conn.

THE article "Military Value of Games" by E. R. Abramowski suggested the thought to me that I believe is fundamental to effective work in any field—namely, that values are human, not abstract. I should like to protest the tendency amongst educators to talk about sports as though a sport in itself had some value.

I should like to point out that when we discuss value in sports, we are on uncertain ground. Years ago a theory gained much prominence that structure determined how far an athlete could develop in any sport. For instance, the length of a jumper's back muscles was supposed to indicate whether or not he might become a champion. In general, such a theory had some basis, but so many exceptions appeared that it was soon disproved. Athletic ability could not be measured by a yardstick.

In a very interesting article, appearing in the May issue on the Military Value of Games, the writer, E. R. Abramowski of Erie Technical High School, suggested that his analysis might leave room for controversy. Differences of opinion as expressed by several coaches are printed in this issue. As the subject will continue for sometime to be one of major importance, additional comments will be welcomed.

It is even more difficult to measure or evaluate a sport. How can anyone rate courage? You often find a boy who flinches from a tackle on the football field, yet he will run his heart out on the track, or one who appears scared in the boxing ring but fearless on the high-diving board. This does not mean that one sport requires more courage than the other; it means that different individuals display their courage in different ways. Likewise with other intangibles, such as initiative, alertness, self-sacrifice and so on, there is no such thing as one sport demanding more or less than another. They all require the same things under different circumstances.

How much or how little of these any sport demands depends on the way it is conducted. We all know coaches—real teachers—who by their character and personality make the sport they are coaching a valuable experience for their players. Such men are able to turn their hand to almost any game and to teach it successfully. These men prove that the character of a sport is determined by the way it is conducted. How else can it be rated? Football is one thing in a school, another in a college, still another on the sand-lots and again different in the professional ranks. It varies greatly within each of these groups, and a player on one squad meets vastly different conditions from a player on another squad.

One cannot get around the fact that any sport is a tool in the hands of the coach and he is the one who determines how it will be used. We do not need to worry about the relative values of games, if men with courage, character and teaching ability are selected to coach. A good coach will make any sport worth while.

What About Tennis

By Eugene Lambert
Tennis Coach, University of Arkansas

In the May issue of the ATHLETIC JOURNAL Mr. E. R. Abramowski writes a very thought provoking and intelligent

article on the **MILITARY VALUE OF GAMES**. I heartily agree with his thesis that our American system of games trains our youth better not only for our democratic way of living but also in the prerequisites of military life than does the formal type of activity program.

There is plenty of proof to show that physical education and sports will adapt themselves to the purpose of the national ideal. Indeed the type of civilization of any particular country can be found by investigating its mode of play. Democracy involves volunteer submission to elected authority, whereas autocracy demands unquestioned leaders and submissive followers. Democracy calls for equals who bow only to the leadership of men of their own group and team games teach these principles.

Modern democracy favors the team game and in a democracy co-operation is an absolutely necessary virtue. Mr. Abramowski indicates that his quantitative chart of the traits necessary for a good warrior which are contributed by the various games will be open to criticism. This will be true. Doubtless, however, it was a difficult task to make the assignment. There will probably be as many different opinions as there are enthusiasts for the various sports. My remarks will be confined to some aspects of tennis as it compares with the other games.

In the first place, in the interest of simplicity it would seem that either vigor or virility should have been eliminated; likewise either endurance or stamina. In each case for practical purposes the two words are synonymous.

Track has been accorded a rating of four on endurance while tennis is placed at two. In my opinion on this trait track is slightly over-rated and tennis under-rated. Assuming that track means track and field and glancing over the events it will be noticed that only about one-fourth of them require real endurance. Well-conditioned muscles and training in skill technique are highly desirable and necessary but "wind" and staying power are of secondary consequence.

Tournament and match play tennis is often as much a battle of condition as it is strategy and strokes. Plenty of endurance is required in a three-set match and one that goes five sets means often as much as three hours of gruelling exertion. The only rest that is allowed is at the end of the third set in a three out of five-set match. A large part of the strategy of many matches is to run an opponent until fatigue causes him to lose enough of his co-ordination that he makes errors.

As to courage I doubt if tennis should come off as badly as it does, being out-ranked by every other game except golf. Modern educational philosophy is now saying that we cannot regard such traits as honesty or courage as totally present

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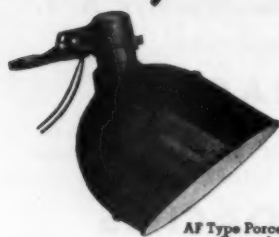
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or totally lacking. We are told that it is more correct to speak of honesties or courages. A person is honest or courageous in some situations and the reverse in others. For the sake of discussion we will assume that we mean physical courage. It is a recognized fact that many people possess a great deal of physical courage with but little moral courage. Often the reverse is true.

It is probably true that the average person would assume that a bodily contact game like football or boxing would be more likely to develop physical courage than a game such as tennis. This is not necessarily the case, however. Track, basketball, and baseball are all awarded a higher ranking in the development of courage but these activities are not contact games.

Tennis is ranked at one in development of team spirit or esprit de corps while the team sports are ranked at four. While admitting that team sports are probably somewhat superior in this respect I believe the difference is too great. Tennis doubles is a game dependent to a large degree on team play. Good singles players often make a "rabbit" combination in doubles. Too, the singles player is often one unit of a team.

In my estimation the most damaging blow to tennis prestige is the fact that it is outranked by most of the other games as regards the amount of intelligence necessary to play it. That it takes more intelligence to play football, soccer, or to box than it does to play tennis is certainly a moot question. In fact, I believe it is generally recognized that the reverse is true.

Military Value of Games, Basketball in Particular

By Floyd Baker

High School, Martins Ferry, Ohio

IN a friendly manner I wish to differ with Athletic Director E. R. Abramowski, Erie Technical High School, on the "Military Value" of basketball as a game. I doubt if he has ever played or coached our streamlined, race-horse, basketball of the past several years since the center-jump was eliminated. If he has, he certainly would have given basketball a 4 rating in endurance. Let any coach watch how quickly a football player in top-notch condition becomes "all-in" when he comes out for his first basketball competition as compared with those non-football playing members of the basketball squad. The same applies to stamina.

Let me combine courage and self-confidence and challenge basketball's 3 rating. These two, above others, should be rated 4. In football we remark on the confidence and courage of the passer, punter, extra-point kicker, of the pass-receiver and punt-catcher during the dozen or so

times, or less, he is called upon to perform those trying tasks in each game. Now compare this with the many dozen times the basketball player passes and catches the ball and shoots from the court or free-throw line. Confidence and courage are needed so many times I am afraid Mr. Abramowski has "missed seeing the mountain for the speck in his eye." A situation proving my point happened in Ohio class A semi-finals; Lou Groza, my center, was fouled as the final gun cracked with the score tied 34-34. With 11,000 people holding their breaths, this boy stepped to the line and tossed both shots through to win the game 34-36. It took the highest degree of courage and confidence to do this. Ask some one who saw it.

Strategy in football usually rests with the runner and quarterback. In basketball all players are runners and quarterbacks. I believe that football is overrated in agility, in initiative and highly overrated as to strategy. I am not too sure what "virility in games" would be, and I would like to see a plan for measuring it, but if football has it so does basketball.

With Mr. Abramowski, I feel there is a marked carry-over into life from athletic games. May they always be with us as they are today!

A New Floodlighting System for Football, Baseball and Softball

(Continued from page 14)

of the floodlights or to move any of the poles.

If the field is in a location where land is inexpensive there is usually a tendency to have extremely long limits for the baseball outfield. It is surprising to find that many baseball diamonds have deeper outfields than any of the major league baseball parks. The disadvantage of a deep outfield for daytime baseball is that a home run inside the park robs fans of the thrill of seeing the ball go over the fence. For night games, a large field should have many more floodlights to produce the same effect as a smaller field with the standards number of floodlights. If, however, the standard number of floodlights is used on a large field (outfield more than 350 feet from home plate) the light must be spread out thinner and results may not be all that were anticipated.

This floodlighting system may also be used for many other forms of recreation and community entertainment. As the tempo of our defense program increases there is certain to be a greater demand for night sports to provide an opportunity for adults to enjoy sports and participate in them.



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Frank Leahy



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The Public Schools and the Health Program

The Part Which the Public Schools Can Take in Co-ordinating the Health, Physical Education, and Recreation in the Community for National Defense

By J. E. Nancarrow, Ph.D.

Williamsport High School, Williamsport, Pennsylvania

WHAT part should public schools take in co-ordinating the health, physical education, and recreation in the community for National Defense? In order to answer such a question, one must examine carefully the needs of the community. What does the community need that the public schools can furnish?

Governor James, of Pennsylvania, says that it is a matter of "grave concern" to Pennsylvania that so many of its young men summoned for examination under the selective service are rejected for physical reasons. He asserted, "The condition uncovered is of 'grave concern' especially since it exists among very young men." A survey by selective service headquarters showed that forty per cent of the men called up in Pennsylvania for induction into the military service have been rejected by the Army as physically unfit.

Of the young men rejected, Governor James announced, "33.4 per cent were turned down because of teeth, which failed to meet Army standards. Heart defects rejected 9.7 per cent." The governor said that the figures were based on 371 of the 422 draft boards in the state.

William H. Bristow, Assistant Research Director, Board of Education, New York City, in a recent address to the National Council of Childhood Education at Atlantic City, N. J. quoted the following statistics:

"We have some 45,000,000 children in the United States.

32,000,000 of these are reasonably normal.

6,000,000 of these are improperly nourished.

3,000,000 of these have impaired hearing.

1,500,000 of these are gifted children.

1,000,000 of these have weak or damaged hearts.

1,000,000 of these have defective speech.

675,000 of these present behavior problems.

500,000 of these are dependent.

450,000 of these are mentally retarded.

382,000 of these are tubercular.

300,000 of these are crippled.

200,000 of these are delinquent.

50,000 of these are partially blind.

18,000 of these are totally deaf.

14,000 of these are wholly blind.

Dr. Williams, of Columbia University, says that the results of the first Selective Service Act show that about 40 per cent of the men were rejected. After the World War, it was stated that 90 per cent of these defects could have been remedied if they had been discovered and attended to during youth. The statements of Governor James and the statistics which Dr. Bristow has furnished seem to indicate that the young men of selective service age today are about the same physically as the young men who were inducted through the first selective service about twenty years ago.

What part can the public schools play in the solution and correction of this serious problem? How can the schools and the community better co-ordinate the health, physical education, and recreation for National Defense. For such co-operation, four important means are suggested.

In the first place, the schools should start immediately to search for the factors which are contributing to so much physical impairment in a land which, for all of its economic troubles in recent years, has had the highest standard of living in the world. Increased emphasis upon outdoor life, reflected in thronged bathing beaches, baseball diamonds, football fields, golf courses, etc., ought to show results in physical improvement. It should be a matter of serious concern to the schools and to the communities that so large a proportion of our men are unfit for military service. If the physical education program of the public schools can be improved so that many of these defects can be given attention and corrected, steps should be taken immediately to move in that direction. While the National Defense activities should occupy our immediate attention, it ought to be of equal concern that any defects which impair the usefulness of citizens in any department of civil life also be corrected.

In the second place, the public schools should take the lead in furnishing a more accurate system of evaluation in order to

determine achievement in physical progress and health. Such a system should include a regular system of checking, supplemented by a practical system of records, as well as a more effective method of follow-up work. If the ultimate objective of the school's physical education program is the development and conservation of the nation's greatest resource—the health of its children—one must know the truth in regard to the results. It may be that the so-called "games program" in physical education is not measuring up to our desires in eliminating physical defects. It may be that this type of program does not permit the weaker children enough participation. Possibly it may be found that the setting-up exercises, which are used in the Army, are of more value in building strong bodies than some of the activities which are now included in our physical education work. An accurate system of evaluation and follow-up work can do much to solve such problems.

In the third place, the public schools can furnish leadership in helping to organize and administer a city-wide program of health education and recreation. This set-up should include an educational program for disease prevention and health promotion. Education for the wise use of medical care should be included. Increased school service should be furnished along the line of remedial and corrective work. More school doctors, school dentists, and school nurses should be employed and their work should be better organized for the necessary follow-up and corrective work.

In the field of recreation, the public schools should take the lead in the operation of the summer program. The City Council and the local School District should enter into a cooperative arrangement whereby each body appoints two members of a city recreation committee. These four members should select a fifth member. This committee should have complete charge of the summer recreation facilities. Its work should be financed by equal contributions from the City Council and the School District. The committee should select an outstanding

person, who is properly trained in physical education and health work, to serve as director of the summer program. The teachers of physical education in the local schools should be employed to serve as playground supervisors. Physical education teachers have the proper background for carrying on such an improved recreational program that would be of benefit to the boys and girls as well as the young men and women who each year depend upon the local facilities for recreation. Proper supervision of public parks, playgrounds, bathing beaches, indoor recreation centers, and other facilities to serve the whole public should be provided.

In the fourth place, the schools can take the lead in carefully controlling the athletic program so that it best serves the long term interest of the democratic system. Russia, Germany, and Italy have recognized the potential power in the younger generation and have carefully organized their youth movements in order to capture and control this power. Subtle propaganda through athletics has been recognized as a powerful means of indoctrinating youth with partisan ideas. In the past, in the United States, we have thought of athletics as being non-partisan. However, the future of athletics in this country is bound to be tied up with and affected by the tide of world affairs. If the public schools are to be interested in defensive activities, they must take the lead in properly supervising and controlling athletics, both in the school and in the community, so that all plans of future procedure may best serve the needs of American democracy.

What England Is Doing for Physical Fitness

(Continued from page 17)

gram is one of preparedness and not actual combat; hence, all the more reason we give attention to physical fitness. Physical fitness cannot be achieved in a day, a week, a month, or even a year; it requires our immediate and continuing attention.

Most of our leaders today render lip service to the need of physical fitness but any program concerning it is shelved for other needs which loom to them as more essential. The lessons of England in the last two years should be most thoroughly learned, if we are to profit by them.

In 1937 the English Parliament passed a Physical Training and Recreation Act. In adopting this legislation they said: "Those who talk as if this country were backward in measures to promote good health or suggest that the nation is less fit than formerly (or than other nations)



Sid Luckman of the Chicago Bears gets his toe into one. High speed photo copyright A. G. Spalding & Bros.

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Aug. 11-16

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For list of staff see page 44 May issue

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LOGAN, UTAH

June 9-13

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For list of staff see page 46 May issue

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CARL VOYLES, *Dir.*

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are not justified by facts." They admitted that the health of their school children had been greatly improved, but at the same time they recognized the fact that such better standards of health were not always maintained in after life. This was true because games and exercise often ceased when school life was left behind. Any one familiar with our own national life will acknowledge that the same state of affairs exists here.

England found a shortage of facilities that deprived vast numbers of people of fair opportunities for regular exercise. Their goal in 1937 was not to provide exercise for all but simply to "inculcate a wider realization that physical fitness has a vital part to play in promoting a healthy mind and human happiness." Such a goal seems innocent and fair enough for the England of 1937, because they had no knowledge that they were tottering on the edge of war. Today we are keenly aware of the imminence of world conflict that would involve us, and yet we have had no such national sentiment or action voiced or taken by Congress. Moreover, the King made a national broadcast endorsing this campaign of physical fitness, and propaganda was carried on intensively by speakers, literature, films, demonstrations, posters and the press. All this in the interests of physical training by which they meant not only exercise of all kinds, but also games, athletics, swimming, boxing and wrestling. England even before this campaign got underway provided systematic physical education for their youth in school between the ages of fourteen and eighteen. This cared for about one million young people but another two million in the same age group were either inadequately prepared or not at all. Among the adults, conditions were far worse; there was one playing field to about every 15,000 people, and at least fifty towns of about 25,000 people each had no swimming pool at all, making an aggregate of two million without swimming facilities.

This program sought to provide facilities and leaders for these great lacks and to make physical education assume a more significant place in the universities and colleges. Education leaders asserted, "This is no stunt of ephemeral importance but an attempt to further a long-time policy." Such was the attention that England gave to physical fitness back in the peaceful days of 1937. At the first shock of the outbreak of war these activities were suspended but the war, as they put it, "inevitably emphasized the need for provid-



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ing for the physical needs of young people who had ceased full time attendance at school." Hence Lord De La Warr, president of the Board of Education, appointed a National Youth Committee which was concerned only with physical training and active recreation. The 1937 campaign had included mental and spiritual training along with physical, but under war conditions these laudable factors had to be omitted and the essential portion attended to. The essential part, according to the notice, was the physical aspect. Moreover, they go on to say, "The service of youth, though launched under the conditions of war-time, is no mere war-time service and it is already clear that the service will have a large and important part to play in the period of educational reconstruction and development to which we look forward immediately after hostilities cease."

Up to the time of World War number

one physical training in England was handled by voluntary bodies without outside co-operation. After the outbreak of World War number two, the educational leaders in England demanded that physical training be recognized as part of education, side by side with Elementary, Secondary, and Further education. At the same time they said they would regard any attempt at state regimentation as stupid, perilous and wholly alien to the spirit of England. They reiterated their belief that "a wisely directed and comprehensive scheme of physical education results in a desire for bodily fitness, a greater capacity for comradeship, and a higher appreciation of true chivalry and good sportsmanship." This program went beyond the youth enrolled in schools, the part-time students, or even the alumni. It extended to the employees of factories and all industry to take care of every young person between the ages of

fourteen and twenty. It is regarded as so important that as recently as last November eighth, arrangements were made to release qualified organizers from previous employers to help in physical training and to postpone military service for qualified organizers not yet "called up." They also provided that all halls, fields and swimming pools be used to the fullest possible capacity and time.

In a word, England paid more attention to physical fitness in 1937 than we at a comparable stage of being on the verge of war seem to be able to afford. The outbreak of hostilities and their intensification into the worst holocaust of modern times has not lessened England's attention or concern with physical fitness, but rather increased it. If we are to learn any lessons from England and her experience, we should awaken at once nationally to the need for an immediate, all-inclusive physical fitness program.

A Review of the Year in Interscholastic Athletics

FOR the review of the year in interscholastic athletics three questions were asked of the state high school secretaries.

Plant Construction

The first dealt with plant equipment and although many state secretaries do not keep a record of this, enough information was received to show that there was considerable activity in the way of construction. New York State headed the list with a report that forty-seven new gymnasiums were completed during the year 1940-1941 and eighty-two athletic fields were built. Oklahoma and Iowa reported activity. Twenty-five gymnasiums were built in Oklahoma during the year and Iowa reported thirty gymnasiums with as many new athletic fields.

In the modern athletic plant some things that were considered luxuries a few years ago are now considered necessities. Lighting installations have in the last few years increased in number, since so many uses have been made of the lighted field, other than for night football, such as community pageants, commencement day exercises, etc. New York again headed the list with forty installations made during the year. Numbers of installations were made in Iowa, Ohio and Wisconsin.

Other once-considered luxuries now regarded as necessities, since school men are giving more and more consideration to the spectator at athletic and school events, are sound installations, scoreboards and

timers. Schools are adding this equipment.

According to the survey, plans are being made in many states for the construction of gymnasiums and athletic fields during the school year 1941-42. Unless national defense requirements defer these construction programs there is ahead of us another year of building activity with modern installations.

The Sports Activities

Basketball again headed the list in the number of schools participating. Practically every secondary school in the country sponsored the game. Although we have been reporting for years an approach to nearly perfect player and spectator interest in this sport some reports indicated increased attendance.

Baseball activities were reported in detail by most of the state high school secretaries in the March issue, the twentieth anniversary number of the Athletic Journal. This sport had shown the greatest increase in player participation in the twenty years. In that issue Mr. C. E. Forsythe, state director of the Michigan High School Athletic Association reported the associations plans for a baseball clinic to be held on May 3rd in connection with the Detroit Tigers baseball club. Mr. Forsythe stated, "It is anticipated that at least five thousand high school players from at least half of the high schools of the state will be in attendance at this clinic and game." This sounded like an optimistic statement at the time. The

fact that nine thousand boys from three hundred and seventy-five schools attended this clinic shows that baseball is a popular sport in Michigan. The idea is a new one and might be helpful to the associations of the other states in working out arrangements with the major and minor-league clubs in their states.

Eleven-man football, from the reports, showed neither marked increase or decrease either in spectator or player interest.

Six-man football and track showed some increase in the number of schools sponsoring the sport. Texas headed the list with 155 schools sponsoring six-man football. The greatest increase in the number of schools sponsoring the 6-man game as compared with our survey of sports in 1938 was found in Connecticut, reporting 35 schools; Georgia 46; Michigan 100; Montana 82; South Carolina 60; and South Dakota 71. Texas still heads the list in the number of schools playing the 6-man game.

National Defense and Athletics

"Military training is becoming a part of the physical education work in a number of schools."

"More schools are offering national defense courses in metal and woodwork."

"We are placing emphasis upon physical fitness."

"All athletics with a sound physical education background have defense value. As we increase such activity, we improve the national defense."

The Athletic Coach and the American Legion Program

(Continued from page 26)

national tournaments ride first class Pullman trains, eat in diners, and live in the best of hotels. The major leagues have put \$360,000 into the Legion junior baseball program since 1928.

While we are talking about costs, let us do a little estimating on the annual cost of the activity outside of the national tournaments, which by themselves run to approximately \$36,000 each year. There are twelve regionals, three sectionals, a semi-final, and the junior world series. Add to that total the very conservative figure of two hundred dollars for playing equipment for each of the thirty thousand teams. And that is not all! We have to take into consideration the transportation costs of teams in county, district and state play. The playing equipment and transportation within state play are paid for by local American Legion posts.

In 1926 the major leagues were just a dream to the lads along the main streets of America, but the Legion junior baseball program has made that dream come true. Today there are more than eighty graduates from American Legion junior baseball, boys from Main Street, starring in the "Big Time." Take a look at the list and you find such former stars from Legion junior teams as Bob Feller, Buddy Lewis, Ted Williams, Joe Gordon, Mike Tresh and Harold Newhouser, in the American League; in the National League, Dominic Dallesandro, Eddie Joost, Phil Cavarretta, Jim Tobin, Kirby Higbe and Charlie Gilbert. These are just a few.

On June thirtieth, the 1941 national Legion season gets under way. It will be a sizzling pennant race with thirty thousand teams, made up of American youth building mind and body, developing co-ordination of mind and muscle, learning true democracy and good citizenship through the playing of America's own game of baseball.

Physical Training, Athletic and Recreation Programs in the United States Army Infantry

(Continued from page 31)

Number 19 of the War Plans Division, and is numbered Document 855 in the office of the Adjutant General of the War Department. This circular represents the form of organization that was gradually developed in the training camps by personnel, selected and appointed by the Training Camps Commission. It will



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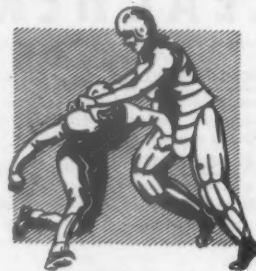
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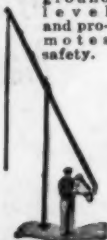
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be noticed that on the last page of the circular, provision is made for carrying on schools for the development of officer instructors, and also, the representation of the athletic section of the Commission on Training Camp Activities on the groups selected to provide and maintain co-ordination of the training program and the supervision of the central schools for officer instructors.

7. Dr. Joseph E. Raycroft has prepared a mimeographed copy of a paper entitled, "Suggestions for Colleges from the Army Experience in Physical Training" which he presented to the National Collegiate Athletic Association at its meeting in December, 1918. Dr. Raycroft was chairman of the Athletics Division of the War Department Commission on Training Camp Activities.

8. Colonel William H. Waldron is the author of a book entitled "Army Physical Training." The book describes a series of exercises based on the system employed in the United States Army until 1918. The book was published by Henry Holt and Company in New York in 1919.

9. A pamphlet in two parts, Training Regulations 115-5 is obtainable from the United States Government Printing Office in Washington. Part I outlines Physical Training activities using no special equipment. Part II of the physical training activities require Special equipment.

10. Major General E. S. Adams, the

Adjutant General, in a recent communication to the committee reports that FM-21-20, Basic Field Manual, Physical Training, the official War Department Manual on physical training, has just been revised and is being printed. General Adams also reported to the committee that a training film is now being developed and will soon be completed.

11. The Y. M. C. A. published a paper-covered book on games and mass activities entitled "Army and Navy Athletic Handbook," which was used extensively in the last war. This book was prepared by George J. Fisher and was published in 1919 by the Association Press, 347 Madison Avenue, New York.

12. Seward Staley's article "Physical Training and Sport in Pre-Nazi Germany" which was reprinted in the January, 1941, Athletic Journal on page 22, relates the extent of the training in athletics and gymnastics given Germany's youth before the second world war.

13. Dr. Seward C. Staley recently reported, in a communication to the committee, that the English Army has a special group called the Sports Board which organizes and promotes an extensive program of sports in the British Army. This Board publishes an annual report of one hundred fifty or two hundred pages.

14. The War Department at Washington issued a revision of the Basic Field Manual, Physical Training, March 6, 1941.

Which System and Why?

(Continued from page 10)

playing the Notre Dame system might meet—yet, two different types of offense might easily be employed from the same basic set-up.

The backfield and end shift allows a wide range of possibilities in formations and in formation adjustments. The box, short-punt, double-wing, and variations of any or all of these formations, are possible with a shifting backfield. Add these to the T-formation and to the adaptability of the style of play and it becomes apparent that these four points stand out in the Notre Dame system of play. 1—Elasticity. 2—Maximum deceptive possibilities, by reason of its elasticity. 3—Speed in striking power. 4—Even distribution of offensive possibilities over the entire attacking front.

As for the new rules, to be in effect in the 1941 season, it would seem that few, if any, major changes in play will result. Normally, changes in football technique are the result of much thought, practice and experiment in spring practice, under game conditions. Only the best results of such work are attempted in the games of the regular schedule. This coming season will undoubtedly see some cautious experiment with the possibilities made available

by the rule changes, with worth-while results coming as the result of the experimental work over the nation.

Much such experiment will undoubtedly center on the new rule provisions allowing hand-to-hand forward passing behind the line of scrimmage. In the Notre Dame offense, reverses and fake reverses will probably be so run by some coaches, using the new exchange, and may prove faster, but quite probably will be less deceptive than the old method. The reason for this is that the ball is not hidden on forward exchanges, on reverses and spinners, as it is in the use of the backward pass, with the ball-handler's body screening the exchange or the keep of the pigskin.

Trick plays, involving fake thrusts into the line and linemen running and passing the ball, or acting as ball-handlers, will no doubt be used in wide variety, as observation of current spring practices indicate these as chief lines of experiment on the new rules.

In all of these changes, the Notre Dame system is affected the same as all others; possibilities are the same for all. It will be the intelligence, ingenuity and progressiveness of the individual coach that tells the story next year as in all years past.

National Defense and Athletic Equipment

AS a service to the readers of the **ATHLETIC JOURNAL** we carried an editorial in the February issue stating some plain facts regarding the future scarcity of many raw materials necessary for the production of athletic equipment. This editorial had a distribution of over 60,000 copies. Coaches have appreciated the inside information. Orders have been placed earlier than ever before. For those who have not placed their orders may we suggest again that these orders be placed at once. The manufacturers are receiving government orders and careful planning on their part is necessary to meet the requirements of college and high school athletic departments.

In the rush of your closing days we can serve you by contacting for you the manufacturers in whose products you are interested.

In going through the list, note carefully the many coaching aids that are at your disposal without cost. Many of these will aid you in your community recreation programs and will be valuable additions to your coaching libraries.

The **ATHLETIC JOURNAL** has available in booklet form a limited number of copies of Joe Gargan's article, *How to Learn to Hit*, which appeared in the April issue. One copy will be sent free to each coach requesting it.

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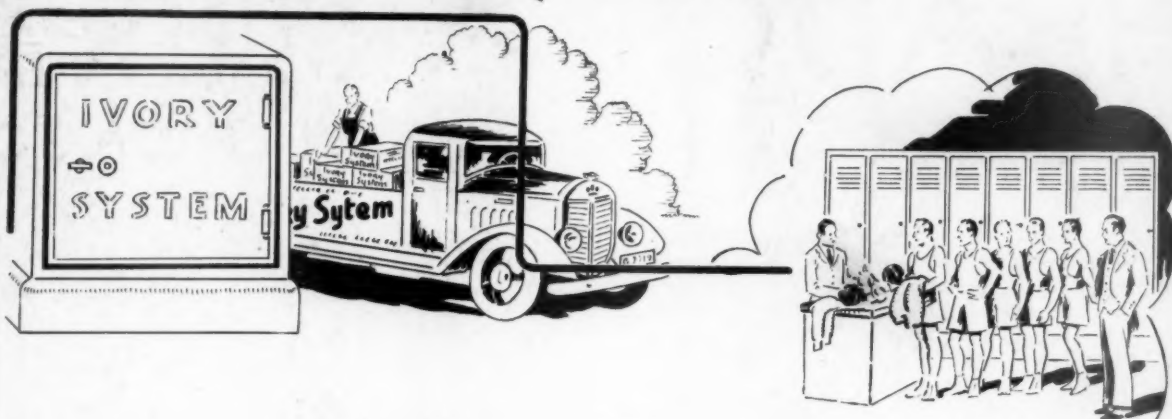
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You should also give very serious thought about the Safety, Protection and Reconditioning of the Equipment which you have on hand. Never before has it been so important that your Equipment be conserved and its life prolonged by a competent, dependable Athletic Equipment Reconditioner.

We recommend the IVORY SYSTEM for Safety Sake!



Ivory System

Reconditioners of Athletic Equipment

PEABODY

MASSACHUSETTS

